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Thesis

THE BETTER CLASSIFICATION OF PUPILS IN THE SEVENTH YEAR OF THE WESTERN JUNIOR HIGH SCHOOL, AT SOMERVILLE MASSACHUSETTS.

Submitted by

William Joseph Crotty

(B. S. IN ED., BOSTON UNIVERSITY, 1928)

In partial fulfilment of requirements for

The degree of Master of Arts.

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OUTLINE FOR THE BETTER CLASSIFICATION OF PUPILS IN THE WESTERN JUNIOR HIGH SCHOOL, AT SOMERVILLE, MASSACHUSETTS.

		Page
I.	General Discussion of the Problem of Individual Differences	1
	A. Development of First Child-centered School in 1896 by John Dewey	1
	B. Analysis of Individual Differences	2
	1. Racial Differences	
	2. Hereditary Differences	3
	3. Environmental Differences	4
	4. Fear as a basis	5
II.	Plans Used to Meet Individual Differences	
	A. Batavia plan	6
	B. Cambridge plan	6
	C. Dalton plan	6
	D. Detroit plan	8
	E. Individual Work of Public School Number Sixty-four in New York, and Conclusions on Individual Differences	10
	F. Individuality of a One Teacher School in Connecticut	17
	G. Madison Wisconsin plan	18
	H. Platoon plan	18
	I. Portland plan	19

Page

J. Plan Used in San Francisco Training School, Teachers College 19

K. The Winnetka plan 20

III. Conclusions on Individualized Instruction 22

IV. Statement of the Problem 25

The Better Classification of the Seventh Year Pupils of the Western Junior High School at Somerville, Massachusetts.

V. Explanations of Tables One to Ten 27

VI. Showing Pupils and Data for Sections One to Ten 29

VII. How This Data Will Help the Western Junior High School in its Guidance Work 49

VIII. Explanation of the Otis Self-Administering Test of Mental Ability 54

IX. Tables Eleven to Twenty Showing the C.A., M.A., and I.Q. of Sections 1-1 to 1-10 74

A. Table Fifty-One Summary of the Data Contained in the Otis Test, Showing The Ranges in the C.A., M.A., and I.Q. of each of the ten divisions. 75

B. Table Fifty-three Showing the Decreases in C.A., M.A., and I.Q. Through the New Reorganization. 76

C. Explanations of Tables 76

Page

X. Tables Twenty-one to Thirty 77
Showing the C.A., M.A., and I.Q. of
Pupils in the Miller Test

A. Organization of the Old Section According 97
to the Results Obtained in the Miller Test.

B. Organization of the New Section.

C. Decreases Shown in C.A., M.A., and I.Q.

D. Explanation of Tables 98

XI. Explanation of the Haggerty Intelligence 100
Examination of Mental Ability

XII. Tables Thirty-one to Forty Showing Score on
the Six Divisions of Haggerty Test. 120

A. Summary of the Data. 121

B. Table Fifty-five A organization of 122
the old section according to results
of test.

C. Organization of the New Section 122

D. Decreases Shown Through New Re- 123
Organization in C.A., M.A., and I.Q.

E. Explanation of Tables 123

XIII Tables Forty-one to Fifty 124

A. Showing the Reorganized Section 143

B. Table Fifty-six organization of the 144
new section from results obtained in
the Otis, Miller, and Haggerty Test

Page

C. Explanations of Tables 144

D. Table Fifty-seven A, Showing Reductions Made in C.A., M.A., and I.Q. through new reorganization as compared to Otis test. 146

E. Table Fifty-seven B, Reductions made in C.A., M.A., and I.Q. due to new reorganizations as compared to Miller test. 146

F. Table Fifty-seven C, Reductions made in C.A., and M.A., and I.Q. through new reorganization as compared to Haggerty test. 147

G. Explanation of Tables

XIV. Conclusions on Intelligence Testing 149

XV. Final Conclusions 150

XVI. Bibliography of Selected Readings 151

GENERAL DISCUSSION OF INDIVIDUAL DIFFERENCES

In the year 1896 a school which had for its aim the development of the child to the limit of his capacities was established in Chicago by John Dewey. This was the beginning of the so called "child centered school." Since then three decades have past until today we have scores of schools which have coursing through them a unitary integrating theme: "Individuality, Personality, and Experience."

It was not until 1905, however, that educators' interest in the work began. Since then the study of individual differences has become of great concern. Too many educators have taken too exactly the old statement that, "All men are created equal." They have indeavored to teach upon the false idea that a person can do anything he has set his mind upon doing.

"New schools" are not unique with our generation. Since the first days of our national life each decade has had its own education. Until the turn of the century, however, every innovation was an attach upon the surface, an attempt at administrative reorganization. The most fundamental part of the reconstruction work was neglected child interest as the orientating center of the school program.

Many plans for the further development of the child have been introduced by various educators.

"An analysis of individual differences at early adolescence shows that there are many kinds - some due to nature and some to nurture. Briefly stated they are of race, sex, age, physical development, health, intellectual inheritance, and training interests, tastes, and aptitudes, environment, family traditions, social and economic status, aspirations, probably future schooling, and command of the English language."

Regarding race as a basis of individual differences, brief studies between whites and negroes and whites and Chinese tended to show the white races to be superior. Negro boys had only 57% of the average attained by white boys. Negro girls had 60% of that attained by white girls. Only 7.5% of negroes reached the white median; 92.5% of whites exceeded the negro median. In general mentality negroes were found to have only 20% of their number equal or superior to the average attained by white people, while 75% of the whites were found equal or superior to the negroes' average. The study of Chinese and whites resulted in an average of 84 for Chinese boys and 77 for Chinese girls. The boys' average showed 86.6% of American learning efficiency; the girls' average showed 77.9% of American learning efficiency. The averages were obtained by the use of various tests.

Doctor Francis A. Woods of M. I. T. in a study of the racial origins of successful men using as his authority, "Who's Who in America," shows the following to be true: Much of New York's prominence is due to the migration of New Englanders from Massachusetts and Connecticut. Arranging the fifty most common names in New York City in the order in which they are most common on the other side of the Atlantic, Doctor Woods found nineteen of them fell to England and Wales, eight to Scotland, and fifteen to Ireland, while eight were characteristically German or Jewish. Seeking them in "Who's Who" he found that the nineteen English furnished 168, the eight Scotch furnished 57, the fifteen Irish furnished 37, and the eight German or Jewish cases furnished only one. The Dutch element has failed to maintain its general leadership in New York while the English element has. Summarizing this type of study we find that the English and Scotch ancestry are distinctly in possession of the leading positions at least from the standpoint of being widely known, and that in proportion to their number, the English are from three to ten times as likely, as compared with the other races, to achieve positions of national distinction.

Hereditary studies have been made by Galton, Thorndike, and Goddard, as well as countless others. Galton's studies of twins showed that those twins who were alike remained alike though subjected to different treatment, while those that were different remained different in spite of similarity of treatment.

Goddard studying feeblemindedness stated heredity to be the chief cause of mental defects. Galton in his study of hereditary genius said there is no question of the preponderant influence of heredity, not neglecting the fact that there is always the question as to the part played by favorable family influence and training.

Thorndike noting the wide range of achievement of pupils of the same school training suggests that differences born in them play a large part in determining the differences found in them.

ENVIRONMENT AS A BASIS FOR INDIVIDUAL DIFFERENCES.

A study of occupations and professions of those of the North and South showed that very few Southerners were men of science as compared with men of Northern states. The influences of the South did not urge men to go into science. Northern universities invite the careers of science and letters. Southern influences tend towards producing men of affairs rather than scientists.

A comparison between city and country children, eight years of age in substitute tests, logical memory, rote memory, association and completion tests, showed country pupils only 60% as high as city children. Studies of those from eight to eighteen years showed city boys and city girls in advance of country boys and girls in digit-symbol-substitute tests.

Heredity and enviroment are complementary, as shown by the life of a child born with a gift for music, yet into whose life a piano will never come. In spite of his hereditary genius, such a child will never attain a musical career; his environment will prevent it. On the other hand a child not gifted musically, yet surrounded by wealth giving every opportunity for a career, will not attain it because of his heredity.

Fears constitute a persistent source of differences in pupils; fear of the teacher, of a principal, of other pupils, of a subject, of a difinite part of a subject (long division in arithmetic), fear of ridicule, of standing before a class, of certain playground activities.

Inhibition of fear is another source of differences. The child saying "I don't know", or, "I can't", sometimes means he is willing but the pathway of expression is closed off.

"In general, pupils differ in school by reason of the development of their general and specific abilities to various points along the rise of learning curve. This is responsible for idiosyncracies of development, of foundations, of apperception, and of activity, which in turn put each pupil at a disadvantage, and hinder his development in certain abilities which should grow out of the underlying matrix. Therefore, different amounts of time are required by the various pupils for the mastery of topics, and different amounts of drill are needed for the development of abilities."

PLANS EMPLOYED BY VARIOUS SCHOOL SYSTEMS TO MEET INDIVIDUAL NEEDS.

BATAVIA PLAN

The Batavia Plan, used in Batavia, New York, calls for an assistant teacher to work with the pupils at the lower end of the class. By the end of a semester each pupil completes the same amount of work. Each class, however, is a heterogeneous group.

CAMBRIDGE PLAN

The Cambridge Plan makes it possible for a pupil to complete the eight year course in six to eight years, It is possible for him to change from the Basal Course to the Parallel Course at five different times during the entire course of study.

DALTON PLAN

This plan is not supposed to be used below the fourth grade. Departmentalism is the first step here but not in the limited sense in which the term is ordinarily used. Here the system abolishes grade class rooms but keeps grade divisions for convenience in grouping the children and in planning the curriculum. The teacher of geography for instance has a special room to which the pupils of all grades go for instruction, study, reading, and work of any geographical nature. Redistribution of the school furniture is necessary in order that each laboratory may have desks and chairs suitable for the children of the different grades.

The pupils are not governed by a definite program and a set time table. A different method of instruction is thus necessary. The work in each subject is planned by the teacher in a series of monthly instalments, subdivided into weekly sections.

Each assignment has the grades or levels of attainment - a lower, a middle, and a higher level. Pupils choose the level at which they will work. Oral conferences are held at a certain hour each day for the discussion of difficulties, etcetera. This plan takes account of the individual child who is allowed to progress according to his ability - being neither held back by the slow nor forced along too rapidly by the brilliant. The child is free to work on any subject he pleases, as long as he chooses and at his own rate of speed, unhindered, unhurried, uninterrupted, and unflurried. Many pupils go through school in a shorter period which reduces the cost to the public.

The Dalton Laboratory Plan has three formal principles - freedom, cooperation and interaction of group life or community living, the proportion of effort to attainment, or budgeting time.

The children working under this plan which specializes in the individual instruction of the pupils, mingle and live within the school. The work is given in a series of related jobs to be done in a school month of twenty days. This plan may also be used in weekly units. The time saved on one subject may be devoted to working upon another subject.

Each laboratory has fifty pupils and five teachers assigned to it. The teachers' part is to guide the work, check up on it, and assign new work. All contracts for one month must be finished before a pupil is permitted to start on the next assignment. If it is finished in a week the new work may be taken up; if five weeks are required to complete the assignment of four weeks, that too, is within the idea of the Dalton Plan. The plan has taken quite a hold in England, where the results were so highly satisfactory as to win the enthusiasm of numerous educators.

Individual Instruction in Detroit

Tests in arithmetic in 1910 resulted in the conclusion that improvement in arithmetic should be gained by a device reaching each individual and enabling him to progress at his own rate.

In 1914 there were introduced the Detroit Standardized Practice Tests in Arithmetic, specifically designed to enable the teacher to adjust drill work in arithmetic to the needs of her individual pupils. Practical tests in handwriting were introduced in 1918. The picture-story reading lesson was introduced in 1921 followed in 1922 by "Progress Lessons in Spelling", and in 1923 "Remedial Lessons in Punctuation and Capitalization", as well as "Remedial Lessons in Grammatical Forms" were put to use.

The Differentiated Course Plan

By this plan the pupils are divided into three groups in which the requirements differ. In each grade through the sixth there are three groups. The slow group completes what is commonly called the minimum essentials, the average group completes a little more work, and the gifted group completes still more work. This plan does not make provision for a more rapid promotion of the gifted group, but does plan for greater enrichment of the course of study.

Gary, Indiana, Plan

Extra time is given laggards. There are rapid, average, and slow-moving groups. The schools are open on Saturday for individual instruction. Summer schools are conducted for eight weeks, for individual adjustments. Throughout the year in all classes an intensive study is made of problem cases.

Individual Work in the Sixty-first Street School

Group intelligence tests and standardized achievement tests are used to group the children and to place each as to group and type, at the work he needs in each subject.

Certain levels are provided. When a child finished it, or when he finds the work too easy, he asks for a test in that subject. If he passes the test he takes up the work of the next level; if not, he works longer on the same level before asking for another test. Discipline furnishes no problem; there is much freedom.

Individual Work in Public School Number Sixty-four, New York

In New York City an experiment was made, first, to reduce retardation; second, to make homogeneous groups for instruction; third, to increase the understanding of the individual child. A study of three hundred eighteen cities had shown one third of the children retarded. In New York City, thirty-one percent of the children were found to be over-age in the grades. It was discovered that while some pupils were adventitiously retarded, there were many for whom something might be done. Extra time after school in reaching the laggards was one method of helping which was employed; the employment of a "Visiting Teacher" was another; testing, another.

The children in Public School Number Sixty-four were grouped psyschologically as a result of the testing into:

1. "The Terman" classes, for the very superior group. No skipping was permitted but an enriched curriculum afforded an opportunity for completing eight years work in six years.
2. "Superior" classes, with a regular curriculum, for children above average. Eight years' work was completed in seven years.
3. "Slightly above average" classes which made an extra term.
4. "Average classes of children" deviating but little from normal curve.
5. "Slightly below average" classes - composed of slower children not definitely backward, who were allowed

nine years for the completion of the work of eight years.

6. "Opportunity" classes - children definitely backward but not mentally defective.
7. "Ungraded" classes - children below the average mentally. The curriculum was completely made over by those in charge of this department.
8. "Neurotic" classes, for children not mentally defective, but behavior problems - tempermentally peculiar - in need of a period of study and adjustment.
9. Classes for those physically handicapped.
   A. Underweight.
   B. Cardiac children of all ages.

   Health was made the center of the curriculum.
10. Foreign classes - for children of families newly arrived in the United States.

Pre-adolescent and adolescent boys were grouped according to their physiological development.

The Health Education consisted of:

1. Dental Clinic
2. Eye Clinic
3. Health Clown to teach Health
4. Open Air Class
5. Nutrition experiments
6. Cardiac Class
7. Mental Health
   A. Psychiatric Clinic in the school

"No abnormality characteristic of the insane which cannot be seen in milder form in the general run of human beings."

The Terman Classes.

"The gifted child has the capacity to develop a high degree of skill or talent along any line in which his interest lies. His many-sided abilities should be developed to preserve the quality of balance, a part of his original endowment."

The first class had twenty-five children whose I.Q's were from one hundred twenty to one hundred sixty-one; chronological ages, nine to eleven - grade five. Cooperation and not rivalry was encouraged. Soon after the formation of this class, others were formed, until there were five different ones between grades two and eight, with two hundred sixty-four children with I.Q.'s of one hundred ten to one hundred eighty. Skipping was tabooed as leading to pre-mature entrance into the high school, with the result that the capacity to form social relationships is hurt. A varied intellectual ration was introduced; a foreign language was taught by the conversational method; athletics played an important part: swimming, basket-ball, etc; camping trips were taken. Projects were carried on: neighborhood markets, etc. The curriculum was an enriched one; the sand box played its part in the work; and the atmosphere was an easy social one. The teacher of each class was of the same degree of intelligence as the children with a healthy emotional life. In these classes special abilities and disabilities were comparatively rare.

Ungraded Classes.

One hundred and fifty children from seven to sixteen years chronologically; four to eleven mentally, with I.Q.'s ranging from forty-one to seventy-five composed these classes. Fifteen to twenty children were enrolled in each class. No desk, table, or chair was screwed to the floor. The curriculum took into consideration the childrens' capacities and experiences. One room was used for shop work, another for academic work. A band was organized among the pupils. In the arithmetic classes, teams were organized; achievement tests were given; a model store was equipped and made use of. Any nervous strain was avoided.

Dull-Normal Classes.

These classes ranged in chronological age from thirteen to fifteen years, and in mental age from twelve to fourteen, and in Intelligence Quotient from seventy-five to eighty-five.

There were numerous disciplinary cases in these classes, which were limited in each instance to twenty-five pupils. Tact and Salvation Army tactics were employed with the pupils. The subjects were taught in an untraditional or ungraded way. Shop work was made an important item in the program and one boy built an engine. A swimming class was held weekly.

Neurotic Classes.

Children of this type do not get into the group where they belong by reason of their intellectual endowment. Before being put into the class for neurotic pupils, a child was examined by a psychiatrist. The neurotic child is of average intelligence only, as a rule. He is likely to make a scattering

test or change his total rating on a re-test. The mousie type of child, the foregoing type, the child in conflict with his teachers, the child retarded in his emotional development are types of neurotic children. The room provided for the neurotic children had free furniture. Physical health was stressed. Rest chairs were provided to which the children might go at any time. Medical and surgical treatment were provided if necessary. Shower baths were provided for daily; swimming periods once a week.

The teachers chosen had a scientific attitude toward the emotional necessities of human life. Wholesale activity coupled with a desire and attempt to win the confidence of the child go a long way toward saving him from delinquincy, the problem with so many of these children. Of a class of twenty-two children, seventeen were returned to their regular classes in from one to three years.

Vocational Counseling.

Counsellor tried:

1. To keep child in school as long as possible.
2. To keep child in most difficult grade of which he was capable.
3. To keep child in general course as long as possible, delaying the choice of training for specific occupations until as late as possible.
4. To give advice on the basis of interest, intelligence, and school history.

Vocational interests of the students were kept in mind in selecting books. Different kinds of work were discussed; professions, commercial work, technical work.

Experiments in Public School Number Sixty-Four were with three thousand pupils and continued from September 1916 to January 1922. Cooperation was obtained from The Boy's Club, which gave the use of the gymnasium; the New York Public Library, which gave a permanent supply of reference books for the classes for gifted children; Hospitals and Dispensaries of New York; Departments of Physical Education and Board of Education Pediatrist; Association for Prevention and relief of Heart Disease; and Professor Lewis Terman, who gave scientific guidance in the work of classification. Individual differences were definitely studied and catered to and the results of the experiments were most gratifying.

Elsewhere, also, the subject of individual differences among children has been receiving marked attention, and various other experiments have been carried on to provide in a measure for such differences.

Individual promotion as against class-room promotion has been suggested. In this way, each child would move forward at his own rate in the mastery of the common essentials of each subject. An opportunity should be provided, under such a plan, for group and creative activities such as projects for discussion, dramatization, and self-government assemblies, as a means of developing the childrens' initiative, originality, and cooperativeness.

It has been concluded that:

1. Ability grouping is only a half-way step; it does not fully solve the problem of adjusting schools to individuals.
2. Individual work does save time, especially for the brighter child and for the child who would ordinarily be a repeater.
3. In Winnetka, individual work results in devoting an unusually large amount of time to group and creative activities.
4. The tendency of individual instruction is not to rush children through school, but to save time for broader and deeper education.
5. Individual promotions decrease retardation and its corresponding over-ageness.
6. Individual promotions increase efficiency in tool subjects.
7. They produce no evidence of greater cost than class work; there is no effect either way.
8. No undue burden is placed on the teacher.
9. Individual work does not result in inability to do class work well in the high school.
10. Promotion need not be from room to room, but from unit to unit in a subject.
11. Complete individual instruction means developing the individual on his social side fully as much as it means developing his initiative and his originality or getting the opportunity to master at his own natural rate each element in the common essentials.

Individuality of a One Teacher School in Connecticut

Similar to Illinois plan.

Afternoon work socialized as much as possible.

A comparison of selected groups of pupils under the individual instruction plan with the same number under a class instruction plan, all with practically equal chronological ages and approximately the same I.Q. shows that the pupils under individual methods had an average achievement of two years and one month over those under class instruction.

In two years pupils under this individual plan did more than the normal grade requirements.

Mount Vernon, New York

One hour a day is provided in each grade for individualized work in coaching laggards. One or more special teachers are provided in school to help those children needing more attention than the room teacher can give.

The proceedure is as follows:

1. The pupil is called to the desk
2. Teacher works to remove the most elementary difficulty, even though it should have been grasped some years before.
3. The pupil is made self-helpful. The teacher never answers the question directly when questioning will lead him to arrive at the right solution.
4. Pupil taught in this way how to study.
5. Work wholly individual
6. Teacher finds child needing help, during class recitations.
7. Record of work kept.
8. Rest of class at work in regular fashion.

Madison, Wisconsin, Individualization of Work in a Vocational School

In one class of fifteen pupils nine different grades were represented:

1. All retarded because of foreign birth.
2. All of the boys and girls disgusted with puplic schools and academic subjects.
3. Retarded because of illness.
4. Retarded because of mental incapacities.
5. The eager and alert ones forced by economic pressure into employment.

Assignments in booklets are given each student. The rate of completion is determined by the pupil himself. When his assignment is completed the child may continue with the next.

Platoon Plan

The aim of this plan is to develop to the fullest extent the individual's powers while doing those things that are beneficial to society as a whole. The pupils in a platoon type of school are divided into two groups. Group A spends the first half of the morning and the first half of the afternoon in the classroom and the second half of the morning and the second half of the afternoon in the special activities rooms, while group B starts in the day with activities and alternates with group A throughout the entire day. This plan seems to be in the main an administrative device to utilize all available space.

Portland Plan

The Portland Plan is based on the same idea as the Cambridge Plan except that it is possible to transfer at the end of each year and half.

San Francisco Training School, State Teachers College

In the San Francisco Training School of the State Teachers College, all classes from kindergarten through the eighth grade have been operated upon an individual system of instruction. Dr. Burke who really inaugurated the plan was the person responsible for self-instruction bulletins in arithmetic, geography, grammar, history, language, and phonetics.

In the Training School each teacher keeps a record of the promotions of every child in each subject. Provision is made for each child to measure his own progress in reading, etc. Each child draws his own books from the library. Books for school reading are all right if the child is able to tell the story he has read. "Home Reader" - read at home; a child tested in school upon completing any subject at the close of school in June goes on from where he left off when he returns to school in September. A child finishing before June goes on with the advanced work. There is no skipping.

The Winnetka Plan

In this plan no child repeats a grade. A pupil takes as long as necessary to complete his work. If it takes him a year and a quarter to do a year's work in arithmetic he takes that length of time, but progresses in his other studies. There are no recitations, but there are discussions.

This plan parellels the Dalton Plan.

1. Teachers must be enthusiastic.
   a. Individual methods employed by teachers without the individual point of view are of relatively little value.
2. Easiest subject to individualize.
   a. Grades one and two: sight words, phonetics, common combinations.
   b. Intermediate: spelling and reading.
   c. Junior High School: mathamatics, shop work, possibly grammar.
   d. Senior High School: Mathamatics, Labatory work, Shop work, and Latin.
3. Decide exact amount of knowledge and skill to be mastered in the individual subjects. State this in goals of achievement.
4. Prepare or select complete diagnostic tests to cover these goals of achievement.
5. Select text books prepared for individual instruction or prepare assignment sheets to cover the ordinary test book. These should contain definite directions

to the child as to what points of the text he is to study, supplementary progress exercises, and self-correction answer sheets for all exercises.

6. Prepare a simple record system to keep track of each individual's progress.

7. Permit each child to progress at his own rate; test on each unit of work as soon as completed. Never permit him, unless sub-normal mentally or physically, to proceed with a unit until he has mastered the preceeding one.

8. Abandon all recitations in the individualized subjects, substituting supervised study and objective tests for the recitations.

9. Use time saved each day for group or creative activities.

10. Keep the parents in close touch with the salient features as these become accomplished facts.

Conclusions on Individualized Instruction

Individualized instruction is still in an experimental stage; consequently there are imperfections. These, however, are infinitesimal in comparison with the good which it is doing wherever it has been tried, and which it will do in newer fields.

The old course of study, in which every pupil was expected to master exactly the same proportion as every other pupil in the same unit of time and to the same degree of perfection, is fast giving way to a curriculum which gives to each child what he needs when he needs it. Subject matter is being varied and enriched as needed, reduced to bare content when of less importance. The use of the text book is becoming limited; it is now being used only as needed, not as a center. The old idea of going over and over all of the contents of the book is being displaced and the material gleaned is what will suit each individual.

The dangers of class promotion are being met by individual progress. Opportunity is measured by the ability to take advantage of it; hence the law of individual progress is placing opportunity in its true sense within the range of every child. Skipping is good if the pupils' abilities correspond to the amount of skipping, but in a child, individual and general ability are both in the making; and so satisfactory development demands continuity during the earlier stages - not skipping. Attention to individual differences detects many children able to make more rapid progress than the majority of

the class, yet who are not physically developed to an extent which favors too rapid advancement.

The attempts to adjust schools to individual differences which retain much of the class system and organization have in their favor the socialization advantages not enjoyed to such an extent possibly in those schools where there is a definite breaking up of the class organization, as in the Dalton and Winnetka plans. However, these latter, with the time saved, may devote frequent periods to group activities if they wish, and get equally satisfactory socialization.

Efficient individual instruction requires different training of teachers. The attitude of the teacher is found to be the greatest single factor in making individual work successful. True teaching is salesmanship and service. The teacher must realize she cannot plan adequately for another, and it is foolish and futile to try to do so. The old conception of teaching as a process doing something to the child must be replaced and is being replaced by the idea of its being a means of assisting the child to do something for himself.

Up to a century ago, all instruction was individual instruction. Then class instruction was introduced. This method followed blindly along the lines of the institution, but the individual suffered. The result was that a large number of misfit pupils were driven out of school. Today the law forbids the withdrawal before a difinite age, and many misfits are obliged to remain. Unless something is done to solve the problems of the many obliged to remain, yet finding no place for themselves in school, the law has fulfilled only part of its duty. The study of individuals introduced here goes a

long way toward solving the problems of what to do with these boys and girls.

The general idea of dividing into alphabetical groups, slow, normal, and fast moving is a step in the right direction. It is not the whole story. It does not eliminate enormous variation in individual achievement and progress; nor does it prevent extreme over-lapping when provided. Even where the grouping has been done as a result of mental tests, as of equal mental capacity, there is a wide range of individual rates of progress as soon as an opportunity for range presents itself.

The Better Classification of the Seventh Year Pupils of the Western Junior High School at Somerville, Massachusetts.

Strayer said, "a school class can never be thought of by an informed teacher as a homogeneous group which can be taught constantly as a class and from whom may be expected an equality of achievement or attainment."

Intelligence tests bring out the differences in children and overcome the problem of teacher judgment which often under-rates the ability of a lazy pupil and over-rates the bright pupil. The solution of the problem of individual differences may be along one of two lines:

1. Individualization of instruction.
2. Formation of more homogeneous groups for group instruction.

Either one of the solutions has as its basis the enrichment of the curriculum for the bright pupil and the giving of so-called minimum essentials to the slow pupils.

Dickson urges the use of the three track plan with a differentiated course of study according to the ability of the groups. This comes as a result of a previous statement in which he said that about 90% of failures are due to mental inferiority in schools where the same requirements are made of all children. Opportunity classes may be maintained for those children who have good mental capacity but have fallen behind in their work through moving, illness, or other reason. The special limited classes are for children who cannot keep pace with the regular work of the school due to mental incapacity. Experiments in the elementary school, classifying

children according to intelligence and using different courses of study in the various classes demonstrate that the plan is sound educationally.

In the Western Junior High School in Somerville the better classification of pupils has long been desired. According to the present classification pupils of all ages and mentalities have been placed in groups which are not in the least homogeneous.

In the seventh year of this school are four hundred and seven pupils divided into ten divisions. The number of pupils in the sections range from thirty-one in the smallest group to forty-eight in the largest.

The teachers have been forced to spend a great deal of their time in finding out just what each pupil is capable of doing. Teacher judgment at best is poor, so in order facilitate matters and make the groupings more homogeneous three intelligence tests were administered.

On Wednesday, December 19, the Otis Test was given. This was followed by the Miller Test on January 2. The third and final test, the Haggerty was given January 31.

Explanations of Tables One to Ten

In this section is listed the occupation of each pupil's father. In the following column we find listed the occupation which the child intends to follow. By having the pupil designate the type of work he intends to pursue, we are able to guide him vocationally.

Under the column, average scholastic ability, we find the average of the pupils grades which he has obtained in the Western Junior High School to date.

The highest I. Q. obtained in the three tests is recorded in the next to the last column.

The reason for taking the highest I. Q. was because we felt it would be fairer to the child as unfamiliarity with tests and other conditions may have had an influencing affect upon the results obtained.

In the last column is listed the rating of the pupils home conditions. Ninety-one cases were studied and marked on the following bases.

1. Whether or not the parents were of a sympathetic and understanding nature.
2. Provision or lack of provision for study.
3. Size of the family.
4. General atmosphere and conditions about the home.

The A - B - C - D - E method of marking was used:

A equals Excellent

B equals Good

C equals Fair

D equals Poor

E equals Wretched

1. Thirteen pupils were found to have ideal conditions.
2. Thirty-two had good home conditions although not ideal.
3. Thirty-eight pupils were found to have fair conditions.
4. Seven homes were found to be poor.
5. One pupil had exceptionally poor home conditions.

The last eight home conditions were due largely to:

1. Nagging situations.
2. Broken up homes due to divorce.
3. Children living with people other than their parents.
4. Large families with no provision for study.

TABLE 1

SHOWING PUPILS AND DATA FOR SECTION 1-1
WESTERN JUNIOR HIGH SCHOOL
SOMERVILLE, MASSACHUSETTS

		Father's Occupation	Pupil's Occupation	Aver. Schol. Abil.	High I.Q.	Home Cond.
1	Baker,Robert	Proof Reader	Civil Engineer	C	113	C
2	Bennekon,Carl	Watchman	Mech. Engineer	B	115	C
3	Blake,Winslow	Manufacturer	Aviator	B	134	C
4	Bowen,Fred	Real Estate Dealer	Musician	B	129	C
5	Braman,Miriam	Engineer	Teacher	C	135	D
6	Brown,Priscilla	Prop. Filling Sta.	Nurse	B	137	B
7	Busher,John	Lawyer	Accountant	C	104	C
8	Carpenter,Herbert	Collector for B. E.	Civil Engineer	C	143	B
9	Coleman,Barbara	Salesman	Commercial Adv.	B	174	B
10	Cook,Marjorie	Salesman	Cook	B	117	A
11	Corbin,Marion	Meat Salesman	Nurse	B	121	B
12	Crispin,Wilson	Civil Engineer	Civil Engineer	B	145	A
13	Drago,Gilda	Tailor	Teacher	A	110	C
14	Edwards,Phyllis	Estimator	Sewing Teacher	B	132	B
15	Emery,Betty	Supt. Hood's Milk Co.	Nurse or Teacher	B	145	A
16	Evitts,Barbara	Salesman	Nurse	B	138	A
17	Farr,Marion	Motorman	Teacher	B	125	A
18	German,Claire	Special P.O. Clerk	Teacher	B	129	B
19	Grant,Melvin	Plumber	Lawyer	C	115	C
20	Griffin,Justine	Real Estate Dealer	Teacher	A	130	B
21	Harris,Robert	Florist	Engineer	C	124	A
22	Kenney,Murray	Salesman	Doctor	B	139	A
23	Kernahan,Mildred	Evangelist	Author	B	121	A
24	Kincaid,Marjorie	Engineer	Secretary	B	124	B

TABLE 1

SHOWING PUPILS AND DATA FOR SECTION 1-1
WESTERN JUNIOR HIGH SCHOOL
SOMERVILLE, MASSACHUSETTS

	Father's Occupation	Pupil's Occupation	Aver. Schol. Abil.	High. I.Q	Home Cond.
25 Knowles,Raymond	Assistant Foreman	Civil Engineer	B	113	C
26 Lewis,Samuel	Real Estate Dealer	Carpenter	C	93	C
27 Linscott,Earle	Employment Office	Musician	C	123	B
28 MacDonald,William	Furniture Finisher	Doctor	B	142	B
29 Mansfield,Robert	Salesman	Salesman	A	116	B
30 Morris,Robert	Business	Civil Engineer	C	111	D
31 Pettinati,Edvige	Insurance Agent	Teacher	C	109	B
32 Roch,Gilbert	Restauranteur	Manufacturer	B	112	C
33 Sharpe,Hedley	Wire Chief N.E. Co.	Work-N.E.Tel.	C	109	C
34 Shea,Francis	Driver	Civil Engineer	C	127	D
35 Smith,Marjorie	Secretary(Mother)	Artist	B	130	B
36 Smith,Nathaniel	Carpenter	Civil Engineer	C	122	C
37 Spinney,Carolyn	Cafeteria Manager	Teacher	C	137	B
38 Sudjian,Ralph	Storekeeper	Trumpeter	B	113	C
39 Thomas,Richard	Electrician	Doctor	C	104	B
40 Wanamaker,Helen	Plasterer	Teacher	B	121	B
41 Wells,Evelyn	Dentist	Nurse	C	106	C
42 White,Joseph	Sheet Metal Worker	Chemist	C	121	B
43 Worcester,Elliott	Salesman	Pilot	B	126	B

TABLE 2

SHOWING PUPILS AND DATA FOR SECTION 1-2
WESTERN JUNIOR HIGH SCHOOL
SOMERVILLE, MASSACHUSETTS

		Father's Occupation	Pupil's Occupation	Aver. Schol. Abil.	High. I.Q.
1	Allen, William	Shipbuilder	Lawyer	B	118
2	Anderson, Esther	Baker	Author	B	155
3	Bezanson, Marshall	Traveling Salesman	Trav. Salesman	B	147
4	Bowen, Lester	Real Estate Dealer	Teacher	B	93
5	Calamara, Francis	Musician	Drawing Teacher	A	116
6	Callanan, Charles	Mailman	Aviator	B	137
7	Cherry, Albert	Manufacturer	Draftsman	C	104
8	Chicarello, Eleanor	Candy Manufacturer	Stenographer	C	106
9	Copithorne, Lois	Calico Colorist	Teacher	B	97
10	Coughlin, John	Mechanic	Engineer	B	103
11	DelBono, Eva	Shoemaker	Teacher	B	104
12	Downs, Donald	Carpenter	Doctor	B	111
13	Dunning, George	P. O. Clerk	Annapolis	C	114
14	Erikson, George	Paper Business	Annapolis	B	130
15	Fletcher, John	News Manager	Aviator	C	94
16	Harwood, Doris	Editor	Dancer	C	123
17	Heintz, Preston	Salesman	Minister	A	145
18	Hobbs, Beatrice	Instructor	Teacher	C	111
19	Kenny Robert	Salesman	Business	C	122
20	Keyes, Ruth	City Clerk	Secretary	B	112
21	MacRae, Edith	Jeweler	Teacher	B	106
22	MacRae, Ernest	Jeweler	Reporter	C	76
23	Mamakes, James	Lunch Prop.	Aviator	C	130
24	Matheson, Berton	Carpenter	Doctor	C	109

TABLE 2

SHOWING PUPILS AND DATA FOR SECTION 1-2
WESTERN JUNIOR HIGH SCHOOL
SOMERVILLE, MASSACHUSETTS

		Father's Occupation	Pupil's Occupation	Averg. Schol. Abil.	High. I.Q..
25	Maytus, Agnes	Insurance Collector	Teacher	B	113
26	McLean, Donald	Docotr	Doctor	C	112
27	Newbold, Richard	Printer	Doctor	C	108
28	O'Meara, Philip	Bookbinder	Policeman	C	114
29	Oxley, John	Porter	Doctor	C	91
30	Ray, Herbert	Gas Measurer	Baseball player	B	121
31	Re, Dorothy	Salesman	Teacher	B	102
32	Sallow, Allan	Salesman	Engineer	B	123
33	Scott, Ruth	Iron Worker	Teacher	A	127
34	Senior, Harold	Restauranteur	Minister	C	130
35	Sterling, Natalie	Bookeeper	Teacher	A	119
36	Stickney, Louise	Western Union	Secretary	B	158
37	Sweetland, Beatrice	Carpenter	Doctor	C	109
38	Taylor, Janet	Draftsman	Teacher	A	131
39	Wentzell, Homer	Salesman	Salesman	B	132
40	White, Charlotte	Probation Officer	Art Teacher	B	111
41	White, Winifred	Cook	Teacher	B	111

TABLE 3

SHOWING PUPILS AND DATA FOR SECTION 1-3
WESTERN JUNIOR HIGH SCHOOL
SOMERVILLE, MASSACHUSETTS

		Father's Occupation	Pupil's Occupation	Aver. Schol. Abil.	High. I.Q.
1	Arzillo, Alfred	Doctor	Doctor	C	109
2	Blanchette, Raymond	Barber	Lawyer	C	116
3	Brault, Mildred	Printer	Teacher	B	121
4	Caggiano, Reynold	Waiter	Doctor	C	114
5	Cronin, Margaret	Laborer	Teacher	B	130
6	Cross, Janice	Plumber	Teacher	B	104
7	Drevitson, Stanley	Manufacturer	Lawyer	C	131
8	Driscoll, Jane	Salesman	Artist	B	136
9	DuPouy, Robert	Salesman	Lawyer	C	118
10	Ekstrand, Helen	Piano Maker	Secretary	B	117
11	Gobron, Walter	Lawyer	Salesman	C	93
12	Hall, Dorothy	Auditor	Teacher	B	152
13	Hedley, Elizabeth	Pattern Maker	Teacher	B	108
14	Hill, Robert	Clerk	Civil Engineer	C	133
15	Holyoke, Shirlie	Patent Maker	Teacher	B	132
16	Jolatis, Demetrius	Vegetable Dealer	Elec. Engineer	B	187
17	Johnson, Whitman	Salesman	Doctor	B	124
18	Keough, Thelma	Carpenter	Teacher	C	125
19	Levinson, Lawrence	Haberdasher	Doctor	B	144
20	Lindequist, Elna	Cabinet Maker	Nurse	A	141
21	Linhares, Isabelle	Lawyer	Teacher	B	97
22	MacDonald, Chester	Carpenter	Lawyer	C	109
23	Macdonald, Mary	Tel.&Tel. Co.	Buyer	B	131
24	MacFadyn, Pauline	Steam Fitter	Secretary	B	126

TABLE 3

SHOWING PUPILS AND DATA FOR SECTION 1-3
WESTERN JUNIOR HIGH SCHOOL
SOMERVILLE, MASSACHUSETTS

		Father's Occupation	Pupil's Occupation	Aver. Schol. Abil.	High. I. Q.
25	Malvey, Wilfred	B. E. Employee	Engineer	C	124
26	Matthews, Lyman	Lumber Company	Lumber Company	C	82
27	McNamara, Sallie	Carpenter	Piano, Teacher	C	114
28	Novello, Frederick	Shoe worker	Engineer	B	142
29	Parker, Doris	Lawyer	Secretary	B	153
30	Pike, Glenn	Electrician	Civil Engineer	C	127
31	Plumer, Madelyn	Contractor	Teacher	A	135
32	Powell, James	Clerk	Chemist	B	141
33	Price, Elliot	Doctor	Lawyer	C	138
34	Rogers, Jean	Minister	Teacher	A	118
35	Seaman, Eloise	Salesman	Nurse	B	129
36	Sona, Edith	Doctor	Nurse	B	128
37	Silva, Earle	Barber	Designer	B	155
38	Small, Holmes	Fuel Inspector	Draftsman	B	142
39	Tanzillo, Louis	Operator	Lawyer or Doctor	B	114
40	Thompson, Ralph	Salesman	Aviator	B	156
41	Tikijian, Alice	Real Estate Dealer	Nurse	B	112
42	Tripp, Margaret	Fireman	Lawyer	A	132
43	Vercollone, Eugene	Butcher	Business	B	111
44	Wooldridge, Ina	Printer	Secretary	C	105
45	Yee, Edward	Laundryman	Business	B	79

TABLE 4

SHOWING PUPILS AND DATA FOR SECTION 1-4
WESTERN JUNIOR HIGH SCHOOL
SOMERVILLE, MASSACHUSETTS

		Father's Occupation	Pupil's Occupation	Aver. Schol. Abil.	High. I. Q.
1	Azar, George	Shoe cutter	Lawyer	D	129
2	Beake, Lawrence	Stock	Mech. work	C	148
3	Breux, Clarence	Actor	Carpenter	B	80
4	Carr, Emma	Teamster	Teacher	B	129
5	Castro, Mary	Barber	Teacher	B	128
6	Chisholm, Virginia	Contractor	Actress	B	131
7	Cotter, Edmond	Salesman	Photographer	B	106
8	Currier, Frank	Salesman	Aviator	B	131
9	Dargin, Donald	Housekeeper (Mother)	Lawyer	C	110
10	Durgin, Margaret	Accountant	Teacher	A	132
11	Elder, Herbert	Business	Marine	C	79
12	Forsyth, Jeannie	Carpenter	Doctor	A	159
13	Fowler, Cecil	Contractor	Draftsman	B	98
14	Glass, Robert	Salesman	Business	B	119
15	Greenburg, Frank	Retired	Musician	B	104
16	Greenlaw, Willis	Steamfitter	Stenographer	B	98
17	Hanright, Charles	Plumber	Teacher	C	116
18	Lewis, Louise	Painter	Teacher	B	96
19	Miller, Fern	Foreman	Teacher	B	115
20	Molloy, Alice	Conductor	Engineer	C	141
21	Monahan, Richard	Hood Rubber	Office work	B	125
22	Pacheco, Belmira	Realtor	Secretary	B	124
23	Patachiola, Eleanor	Mechanic	No idea	B	141
24	Perry, Lucille	Plumber	Dancer	C	72

TABLE 4

SHOWING PUPILS AND DATA FOR SECTION 1-4
WESTERN JUNIOR HIGH SCHOOL
SOMERVILLE, MASSACHUSETTS

		Father's Occupation	Pupil's Occupation	Aver. Schol. Abil.	High. I.Q.
25	Powell, Phyllis	Auto Mechanic	Teacher	B	114
26	Powell, J.Thurston	Clerk	Chemist	C	167
27	Prescott, Gloria	Machanist	Desiginer	B	126
28	Rappoli, Gilda	Laborer	Bookkeeper	B	74
29	Renault, Alfred	Conductor	Fighter	B	99
30	Sarkisian, Anna	Confectioner	Typist	C	86
31	Shiere, Charles	Paymaster	Motorman	B	125
32	Wood, Margery	B. E. Worker	Teacher	B	98

TABLE 5

SHOWING PUPILS AND DATA FOR SECTION1-5
WESTERN JUNIOR HIGH SCHOOL
SOMERVILLE, MASSACHUSETTS

		Father's Occupation	Pupil's Occupation	Aver. Schol. Abil.	High. I. Q.
1	Adams, Lawrence	Water tender	Aviator	B	85
2	Armstrong, Clifford	Painter	Business	C	95
3	Balcon, Albert	Auto Painter	Navy	C	103
4	Baldus, Dorothy	At home (mother)	Teacher	B	117
5	Bassett, Dorothy	Dressmaker	Nurse	A	109
6	Brine, Dexter	Reporter	Aviator	B	136
7	Conlin, William	Motorman	Motorman	C	93
8	Crosby, Arthur	R. R. Employee	Carpenter	C	101
9	Dixon, John	Porter	Aviator	C	123
10	English, Edward	Storekeeper	Aviator	B	80
11	Fenechette, Ernest	Carpenter	Carpenter	B	111
12	Fuller, Edna	Mechanic	Artist	B	110
13	Gazzela, John	Cook	Navy	C	101
14	Holmes, Albert	Painter	Shipper	C	88
15	Johnston, William	Conductor	Navy	C	99
16	Kissack, Edward	Engineer	Engineer	B	96
17	LeBlanc, Walter	Box maker	Engineer	B	106
18	MacMillan, Elizabeth	Housekeeper(mother)	Office work	C	93
19	Malone, John	Baggage master	Reporter	C	113
20	McNamara, Russell	Prop. Gas Station	Aviator	B	109
21	O'Neill, Robert	Drug Clerk	Contractor	D	98
22	Pepitone, Phyllis	Salesman	Lawyer	B	87
23	Pike, Wilma	Electrician	Saleslady	C	68
24	Rawding, Dorothy	Bus driver	Nurse	B	73

TABLE 5

SHOWING PUPILS AND DATA FOR SECTION 1-5
WESTERN JUNIOR HIGH SCHOOL
SOMERVILLE, MASSACHUSETTS

		Father's Occupation	Pupil's Occupation	Aver. Schol. Abil.	High. I. Q.
25	Rumery, Ina	Clerk	Secretary	B	126
26	Shannon, Evelyn	Western Union	Bookkeeper	C	57
27	Simpson, Muriel	Shoe manufacturer	Nurse	B	113
28	Smallwood, Muriel	Postal Clerk	General maid	B	125
29	Smart, Beverly	Ass't Engineer	Secretary	A	106
30	Sparkes, Blanche	Salesman	Nurse	B	73
31	Spencer, Ernest	Carpenter	Mechanic	B	113
32	Staples, Ralph	Cutter	Engineer	C	121
33	Sullivan, Frances	Laundry worker	Stenographer	B	82
34	Sullivan, Veronica	Candy worker	Stenographer	B	116
35	Thompson, Paul	Chauffeur	Merchant Marine	B	134
36	Trapp, Sidney	Fountain Pen Maker	Carpenter	B	112
37	Ugelini, Margaret	Night clerk	Stenographer	B	98
38	Waters, Joseph	Railway starter	Conductor	C	112
39	Williamson, Neil	Mechanic	Aviator	C	135
40	Wilson, Willard	Jobber	Mechanic	B	76
41	Wiltshire, Evelyn	Surgical knitter	Secretary	B	76

TABLE 6

SHOWING PUPILS AND DATA FOR SECTION 1-6
WESTERN JUNIOR HIGH SCHOOL
SOMERVILLE, MASSACHUSETTS

		Father's Occupation	Pupil's Occupation	Aver. Schol. Abil.	High. I.Q.	Home. Cond.
1	Bean, Edward	Superintendent	Annapolis	B	107	C
2	Beers, Delta	Carpenter	Stenographer	B	103	C
3	Boynton, Emma	Nursing (mother)	Bookkeeper	C	85	D
4	Brennan, Mary	Chauffeur	Secretary	C	96	B
5	Buckler, Joan	Meat cutter	Stenographer	B	142	A
6	Carlson, Mildred	Monumental Worker	Secretary	C	105	B
7	Chakerian, Alice	Shoe repairer	Stenographer	B	141	B
8	Chateauneuf, Gert.	Carpenter	Stenographer	B	133	C
9	Comber, Thomas	Textile Industry	Engineer	C	121	C
10	Dakin, Raymond	Engine Dispatcher	Actor	C	140	D
11	Downie, Phyllis	Cutter of Rubber	Office work	B	134	B
12	Ebinger, Adolph	Machinist	Engineer	B	107	C
13	Ellis, Mary	Baker	Stenographer	B	114	B
14	Everett, Thelma	B.E.Employee	Secretary	C	115	E
15	Flagg, Myra	Hood's Ice Cream Co.	Bookkeeper	A	132	B
16	Flood, Richard	Painter	State Trooper	C	82	C
17	Fortini, Anna	Potter	Musician	B	139	B
18	Franson, Dorothy	Painter	Typist	C	79	C
19	Furlong, Dorothy	Policeman	Office work	D	106	D
20	Grant, Donald	Cashier	Lawyer	B	102	C
21	Graves, Herbert	Laborer	Quill worker	D	91	D
22	Heighton, Dorothy	Engineer	Bookkeeper	C	99	C
23	Hickey, Mary	Mechanic	Stenographer	B	124	C
24	Horsman, Stanley	Boiler Inspector	Inspector	C	94	C

TABLE 6

SHOWING PUPILS AND DATA FOR SECTION 1-6
WESTERN JUNIOR HIGH SCHOOL
SOMERVILLE, MASSACHUSETTS

		Father's Occupation	Pupil's Occupation	Aver. Schol. Abil.	High. I. Q.	Home Cond.
25	Jacobs, Esther	Clothier	Secretary	C	141	C
26	Keenan, Henry	Iron worker	Engineer	D	90	C
27	Lydstone, Barbara	Druggist	Secretary	A	140	A
28	Marvin, Gertrude	Printer	Stenographer	B	95	C
29	McCracken, Bernice	Jaintor	Teacher	B	139	B
30	McWatters, Alexander	B.E. Employee	Navy	C	89	C
31	Miller, Alice	Ratheon Co.(mother)	Secretary	B	98	B
32	Mason, Mary	Naval Officer	Stenographer	B	125	B
33	Nickerson, Bernard	Foreman	Mechanic	C	83	C
34	Northrop, Robert	Traveling Salesman	Army or Navy	C	111	C
35	Osborne, Margaret	Floor Walker	Stenographer	C	114	C
36	Oxley, Arthur	Porter	Engineer	D	76	C
37	Quinlan, Arthur	Glass Blower	Foreman	B	115	A
38	Randall, Everard	Mechanic	Business	C	115	C
39	Ray, Virginia	Supt. J.P.Squire's	Stenographer	C	116	B
40	Rice, Clay	Insurance Agent	Business	C	113	B
41	Scalingi, Ciro	Bootmaker	Doctor	A	138	C
42	Shaughnessy, Evelyn	B.E.Employee	Stenographer	B	121	C
43	Somers, Bertha	Heat Treater	Bookkeeper	B	107	B
44	Sousa, Edward	Rubber worker	Mechanic	B	116	B
45	Treen, Ernest	B.E. Collector	B.E.Employee	C	124	C
46	Ward, Ruth	Plumber	Stenographer	B	146	A
47	Watson, John	Edison	Shipman	B	138	A
48	Wyllie, Isabella	Carpenter	Bookkeeper	B	100	C

TABLE 7

SHOWING PUPILS AND DATA FOR SECTION 1-7
WESTERN JUNIOR HIGH SCHOOL
SOMERVILLE, MASSACHUSETTS

		Father's Occupation	Pupil's Occupation	Aver. Schol. Abil.	High. I. Q.
1	Alley, Virginia	Florist	Bookkeeper	C	91
2	Blondiet, Mary	Mechanic	Office work	C	96
3	Buintsky, Mildred	Salesman	Bookkeeper	B	145
4	Carr, Edna	Clerk	Teacher	C	79
5	Cataldo, Harry	Telegraph Operator	Carpenter	C	80
6	Chase, Lawrence	Salesman	Builder	C	124
7	Chase, Thelma	Salesman	Stenographer	B	113
8	Cummings, Donald	Collector	Engineer	B	139
9	Davis, Evelyn	Fruit Dealer	Nurse	D	64
10	Dion, Ruth	Clerk	Office work	C	98
11	Dionne, Gerard	Clerk	Mechanic	B	118
12	Dionne, John	Supt. Bridge Repairs	Aviator	A	171
13	Doe, Wilber	Engineer	Bridge Building	B	119
14	Dunlap, John	Floor layer	Carpenter	C	156
15	Eridson, Doris	Salesman	Stenographer	B	138
16	Estabrook, Virginia	Salesman	Stenographer	A	117
17	Glendon, Louise	Fruit Store	Office work	B	90
18	Gosdigian, Mary	Retired	Nurse	C	115
19	Greenburg, Ida	Fruit Pedler	Teacher	B	111
20	Hoos, Diamond	Teamster	Bookkeeper	C	79
21	Kelly, Frances	Motorman	Stenographer	C	96
22	Lane, Louise	Stenographer	Stenographer	C	117
23	Lewis, Dorothy	Engineer	Teacher	C	121
24	Lindstrom, Barbara	Carpenter	Stenographer	B	130

TABLE 7

SHOWING PUPILS AND DATA FOR SECTION 1-7
WESTERN JUNIOR HIGH SCHOOL
SOMERVILLE, MASSACHUSETTS

		Father's Occupation	Pupil's Occupation	Aver. Schol. Abil.	High. I. Q.
25	Lopez, Joseph	Carpenter	Policeman	D	80
26	Mancini, Angelina	Shoe maker	Office work	B	101
27	Magoon, Margaret	Electrician	Stenographer	B	103
28	Mazamanian, Mary	Storekeeper	Cashier	B	117
29	McGrath, Elizabeth	Inspector B. E.	Stenographer	B	112
30	Mills, Frances	Carpenter	Stenographer	B	95
31	Mosher, Vernah	Carpenter	Stenographer	B	122
32	Ott, Virginia	Plumber	Stenographer	C	109
33	Pelicella, Vincent	Tailor	Tailor	C	94
34	Pollock, Vesta	Manager A & P	Stenographer	B	113
35	Powers, Albert	Salesman	Aviator	C	115
36	Quigley, Katherine	Chauffeur	Stenographer	B	119
37	Rodenhizer, Gertrude	Painter	Stenographer	C	72
38	Sacco, Conchetta	Deceased	Stenographer	C	93
39	Sappini, James	Rubber worker	Secretary	C	104
40	Taylor, Thelma	Carpenter	Bookkeeper	B	116
41	Walsh, Jsoeph	Salesman	Engineer	C	78
42	Warner, Lillian	Policeman	Salesgirl	B	110
43	Welsh, Lillian	Brakeman	Secretary	B	127
44	White, William	Deceased	Poet	C	97
45	Whiteacre, Evelyn	Salesman	Secretary	B	86
46	Wolf, Francis	Inspector	Business	C	83

TABLE 8

SHOWING PUPILS AND DATA FOR SECTION 1-8
WESTERN JUNIOR HIGH SCHOOL
SOMERVILLE, MASSACHUSETTS

		Father's Occupation	Pupil's Occupation	Aver. Schol. Abil.	High. I. Q.
1	Boudreau, Clement	Chemical Worker	Plumber	B	96
2	Brann, Janet	Carpenter	Illustrator	B	96
3	Bruce, Maretta	Farmer	Secretary	B	104
4	Callahan, Francis	Livery Business	Livery Business	C	141
5	Canto, Philip	Salesman	Cabinet Maker	B	109
6	Canty, Dorothy	Steam Fitter	Secretary	B	134
7	Coppeal, Enis	Cobler	Nurse	B	112
8	Cragg, Virginia	Dectective	Bookkeeper	C	97
9	DeNatalie, Lena	Foreman	Sewing	B	100
10	Edwards, Eleanor	Constructor	Office work	B	134
11	Frenchwiewcz, Josephine	At home (mother)	Stenographer	B	94
12	Gibson, Margaret	Linotype Operator	Clerical work	B	147
13	Goddard, Annie	Steward	Stenographer	B	106
14	Griffin, William	Painter	Musician	B	104
15	Haynes, Frederick	Electrician	Baker	C	98
16	Hobbs, Chester	Instructor	Jeweller	B	102
17	Hughes, Marian	Fireman	Teacher	C	119
18	Hunt, Margaret	Carpenter	Secretary	B	114
19	Johnson, Hazel	Carpenter	Stenographer	B	132
20	LaDuke, Victor	Laborer	Architect	B	125
21	Lundberg, Lennart	Ladder Maker	Carpenter	B	97
22	MacKay, Marie	Printer	Stenographer	B	124
23	Mahigian, Agnes	Expressman	Office work	C	87
24	Olson, Arthur	Carpenter	Baseball player	B	83

TABLE 8

SHOWING PUPILS AND DATA FOR SECTION 1-8
WESTERN JUNIOR HIGH SCHOOL
SOMERVILLE, MASSACHUSETTS

		Father's Occupation	Pupil's Occupation	Aver. Schol. Abil.	High. I. Q.
25	Osborne,Albert	Woodworker	Engineer	B	141
26	Pashce,Anne	Bed Maker	Stenographer	B	122
27	Pickett,Walter	Laborer	Bunter	C	87
28	Pittmann,Robert	Baker	Ball Player	B	112
29	Robitaille,Arthur	Truck driver	Ball Player	C	103
30	Short,Eleanor	Printer	Typist	B	74
31	Stacey,Robert	Insurance Agent	Aviator	C	118
32	Tarker,Ruth	Woodworking	Artist	B	99
33	Theriault,Arthur	Fisherman	Printer	C	113
34	Walsh,Irvine	At home (mother)	Mechanic	B	104
35	Warner,William	In care of presses	Engineer	C	98
36	Willson,Frederick	Secretary	Carpenter	C	141
37	Zec,Helen	Carpenter	Cook	C	69

TABLE 9

SHOWING PUPILS AND DATA FOR SECTION 1-9
WESTERN JUNIOR HIGH SCHOOL
SOMERVILLE, MASSACHUSETTS

		Father's Occupation	Pupil's Occupation	Aver. Schol. Abil.	High. I. Q.
1	Anderson, Gordon	Mechanic	Aviator	C	131
2	Atlansky, Esther	Tailor	Teacher	B	93
3	Batten, Bernice	At home (Mother)	Secretary	C	106
4	Beals, Vernon	Chauffeur	Carpenter	D	80
5	Borges, Warren	Railroad Conductor	Aviator	B	93
6	Boyce, Joseph	Designer	Military Off.	C	108
7	Bradley, Evelyn	Machinist	Musician	C	91
8	Brann, Esther	Shoe worker	Secretary	B	105
9	Cosman, Harry	Milkman	Conductor	C	102
10	Cotter, Robert	Exterminator	Aviator	C	99
11	DiNapoli, Henry	Janitor	Carpenter	C	92
12	Duffy, John	Auto Painter	Engineer	B	89
13	Eldridge, Rose	Shade Maker	Typist	B	107
14	Foster, Robert	Chauffeur	Carpenter	C	71
15	Genossie, John	Waiter	Carpenter	C	127
16	Graves, Ruth	Laundryman	Teacher	B	109
17	Jacques, Robert	Mail Despatcher	Architect	B	119
18	Johnson, Robert	Carpenter	Aviator	B	104
19	Kaspar, Lucy	Auto Painter	Stenographer	B	107
20	Kelley, Beatrice	At home (mother)	Secretary	B	140
21	Maghigian, Edward	Tailor	Mechanic	B	85
22	Maniscalco, John	Contractor	Contractor	C	76
23	McManus, Albert	Carpenter	Engineer	C	91
24	Milliken, Russell	Restauranteur	Navy	C	116

TABLE 9

SHOWING PUPILS AND DATA FOR SECTION 1-9
WESTERN JUNIOR HIGH SCHOOL
SOMERVILLE, MASSACHUSETTS

		Father's Occupation	Pupil's Occupation	Aver. Schol. Abil.	High. I. Q.
25	Mitchell,Edna	Fishman	Secretary	C	97
26	Morrison,Beatrice	Merchant	Bookkeeper	B	123
27	Murphy,Jeanette	Painter	Secretary	C	91
28	Perechoduk,Walter	Baker	Engineer	C	92
29	Randall,Geneva	Mechanic	Stenographer	A	115
30	Randall,Roger	Mechanic	Aviator	C	94
31	Richards,Wellington	Salesman	Aviator	C	90
32	Sickles,William	Nurse	Carpenter	C	75
33	Slater,Ernest	Baker	Engineer	B	105
34	Souza,William	Furniture Finisher	Mechanic	C	97
35	Talma,Thomas	Meat Cutter	Lawyer	C	110
36	Tarr,Virginia	Bookkeeper	Secretary	B	104
37	Thompson,Gilbert	General Manager	Aviator	C	88
38	Twonsend,Gordon	Draftsman	Engineer	B	103
39	Wallace,Lester	Musician	Musician	C	110
40	Westwood,Phoebe	Electrician	Piano Teacher	B	121

TABLE 10

SHOWING PUPILS AND DATA FOR SECTION 1-10
WESTERN JUNIOR HIGH SCHOOL
SOMERVILLE, MASSACHUSETTS

		Father's Occupation	Pupil's Occupation	Aver. Schol. Abil.	High. I. Q.
1	Ambrogne,Elmer	Candy Maker	Engineer	B	104
2	Barakat,Mary	Storekeeper	Secretary	B	89
3	Bine,Madeline	Mechanic	Typist	B	108
4	Burke,Dorothy	Wool Grader	Secretary	B	125
5	Calandrella,Nicholas	Tailor	Accountant	B	144
6	Champion,Bertha	Carpenter	Stenographer	B	97
7	Clifford,Eleanor	Baker	Salesgirl	C	111
8	Collieson,Eleanor	Plumber	Teacher	B	106
9	Curran,Donald	Machinist	Storekeeper	B	122
10	DiCiaccia,Mary	Storeroom	Secretary	B	118
11	Dumas,James	Milkman	Engineer	C	111
12	Eften,Helen	Machinist	Storekeeper	B	101
13	Elmes,George	Salesman	Engineer	C	99
14	Hofmann,Amy	Butcher	Secretary	B	92
15	Johnson,Elma	Estimator	Secretary	B	126
16	Lunderville,Evelyn	Painter	Stenographer	B	104
17	McWatters,Rachel	Motorman	Stenographer	C	97
18	Melille,Carmine	Plasterer	Doctor	B	96
19	Murphy,Cornelius	Carpenter	Carpenter	C	85
20	Murphy,John	Factory worker	Electrician	B	100
21	Nelson,Ruth	Engineer	Stenographer	B	98
22	Pederson,Inger	Painter	Secretary	C	101
23	Pedrane,Eugene	Waiter	Surgeon	C	116
24	Perechoduk,Mary	Baker	Artist	B	112

TABLE 10

SHOWING PUPILS AND DATA FOR SECTION 1-10
WESTERN JUNIOR HIGH SCHOOL
SOMERVILLE, MASSACHUSETTS

		Father's Occupation	Pupil's Occupation	Aver. Schol. Abil.	High. I. Q.
25	Perrier, Isabelle	Painter	Typist	B	99
26	Phillips, Ruth	At home (mother)	Bookkeeper	C	87
27	Phinney, Evelyn	Box maker	Teacher	C	94
28	Rivers, Frances	Laborer	Secretary	B	116
29	Robbins, Phyllis	Mail Clerk	Stenographer	C	92
30	Skaling, Franklin	Laborer	Order Boy	C	87
31	Smith, Lucille	Real Estate Dealer	Stenographer	B	106
32	Souza, Theresa	Salesman	Saleslady	C	70
33	Splaine, Amory	Conductor	Fireman	C	97
34	Stone, Wesley	Clerk	Engineer	B	114
35	Thatcher, Henry	Machinist	Wood Cutter	B	92
36	Trask, Thelma	At home	Stenographer	C	79
37	Tucker, Thelma	At home	Secretary	B	105
38	White, Paul	Steel worker	Steel worker	C	90
39	White, Prescott	Steel worker	Steel worker	C	100

HOW THIS DATA WILL HELP THE WESTERN JUNIOR HIGH SCHOOL IN ITS GUIDANCE WORK.

The great demand for vocational guidance has arisen from the evidence of so great a number of misfits in life. The school undoubtedly is guilty of causing many of these unhappy failures. There are so many youths who go out unprepared to meet the demands of the world in which they find themselves compelled to make some kind of a living, that much of the crime, failure, and disappointment in life may be attributed to this fact. They drift about in different occupations for which they have no liking or fitness.

With approximately 90% of those who enter the first grade dropping out before the year of graduation from the high school, there must be some real and practical reason for their action.

Professor Jesse B. Davis in his article on vocational guidance says, "Not having been given a vocational aim, they drift into the first job that offers itself, and in the school of "hard knocks" they stand or fall without the aid the schools should have given them."

John Brewer, Director of Education, at Harvard University says, "Vocational guidance has a social aim which is to equip the members of the next generation with much skill in co-operation and such technical knowledge and social understanding of cooperation as will enable them to work together in the solution of the growing number of problems that cannot be solved by the individual alone.

Eugene Davenport in "Education and Efficiency" says, "We can postpone building a house or riding in an airplane, but the rendering of that service which we call "earning a living", is not likely to be long postponed."

Thomas A. Edison wrote an article which I think is very much worth while. He says, "Problems in human engineering will receive during the coming years the same genuis and attention which the nineteenth century gave to the more material forms of engineering. The point he wishes to stress is that while we have laid a good foundation for industrial prosperity the thing we want to assure now is the happiness and growth of our youths through vocational and educational guidance.

Choosing a life's work is undoubtedly the most difficult if not the most important task in life. Few men in life have decided upon a definite calling, held themselves to it, and prepared themselves for it. Those who have done so have usually attained what may be considered a successful career. The great majority of students do not think of this problem until they leave school. As a result they take the first work that offers itself. If this does not suit their taste or promise to pay well, they change about trying to find a more favorable opening. Many never find what they are looking for. Some learn to adapt themselves and stick to it and by force of character attain success. On the other hand the great number of misfits and discontented youths is sufficient to impress educators there is still need for improvement.

I think the maxim "Know Thyself" holds a world of meaning to every youth. This was used by Socrates as fundamental in his teaching of youth, and was engraved on the Delphic temple. I think that if we turn to the wisdom of this ancient philosopher we would be able to approach our present problem successfully, because true self-satisfaction is real success.

In the guidance work done in the seventh year of the Western Junior High School , the teachers are trying to develop personality and educational achievement. The latter part of the year, previous to the election of the next year's course, the individual conference becomes vocational in nature, for it is felt that vocational guidance cannot be started too soon.

If the Junior High School properly performs its task, we shall send on to the high school a student ready to participate in the guidance offered him there.

Every Friday in this school we have clubs ranging from glee club to aviation club, thus attempting to steer the child into situations which will stimulate him to think, to make decisions, to act upon those decisions and so learn the value of these various activities.

The teacher can do much more than give instruction in a certain subject. He is the one that can mold the life of the child.

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* I read a story which I think is worth retelling. It is the story of an artist who was sitting in his studio, his eyes fixed in a steadfast gaze upon a vision which had risen before him. It was a form of rare beauty, a form more beautiful than his eyes had ever beheld before. It was so wonderful that it transported his whole being. His frame thrilled with ecstasy as he continued to gaze upon it and there came to him an overwhelming desire to grasp that form and make it live forever. He seized a lump of clay and while his fingers were yet trembling he began to mold. Day after day he molded on. And by and by there grew up from his hands a form so beautiful that the world heard the fame of it and came and looked upon him and upon the work of his hands and said to him "Well done."

After a day of toil and worry a teacher once sat alone at twilight, her eyes fixed in a steadfast gaze upon a vision that had risen before her. It was the most beautiful, the rarest, the most charming form that had ever blessed her eyes. As she looked she recognized the face of "Him", who is the fairest among ten thousand and altogether lovely. Her heart yearned toward Him and there came into her heart an irresistible desire to mold some life like unto Him. And she took into her hand a lump of living clay - a child, and with the frenzy of the vision she began to mold. Day after day she trained the child. And by and by there grew up a strong symmetrical man. The world heard not of what she had done but the fame of her workmanship reached the court of heaven and one day the Lord came down

and looked upon her and upon the work of her hands and He said to her, "Well done."

I think this story inculcates very clearly in the teacher's mind the mission of his profession.

* Vocation and Moral Guidance by Jesse B. Davis.

Due credit is also given Doctor Davis for many of the thoughts contained in this discussion on guidance.

Explanation of the Otis Self-Administering Test of Mental Ability which was given at the Western Junior High School.

This test was given Wednesday, December 19, to a group of some four hundred children.

Column one shows the total score obtained in this test. The next column shows the chronological age of the child which in turn is followed by the mental age. The I. Q. for this test is determined through the use of the manual. The grade status in the last column shows about the grade which the child is suited for according the results obtained in the test.

From the wide variation shown in the following tables it is easy to see why the teachers of the Western Junior High School feel the need of a better classification of pupils.

The new sections tabulated in the latter part of this thesis show the improvement made in the new re-organization.

* "The Junior High School should seek systematically, to ascertain the nature and extent of the individual differences of its pupils; it should decide definitely, which of them, from the point of view of public good, it is reasonable to seek to reduce or destroy; it should adopt a definite policy as to providing education suitable to those differences which it cannot, by any reasonable expenditure of effort and money, hope to eradicate; it should recognize that, as a public school, it owes to each pupil, a similar amount of attention, regardless of differences of various kinds."

* Briggs

TABLE 11

SHOWING THE C. A., M. A., AND I. Q. OF SECTION 1-1 OF THE SEVENTH GRADE OF THE WESTERN JUNIOR HIGH SCHOOL, SOMERVILLE, MASSACHUSETTS, IN THE OTIS SELF-ADMINISTERING TEST OF MENTAL ABILITY INTERMEDIATE FORM A.

	Score	C. A.	M. A.	I.Q.	Grade Status
1 Baker,Robert	51	12-4	14-0	111	8.7
2 Bennekem,Carl	43	12-9	12-8	100	7.3
3 Blake,Winslow	42	11-9	12-6	106	7.2
4 Bowen,Fred	66	13-2	16-11	121	9.8*
5 Braman,Miriam	40	11-10	12-2	103	6.9
6 Brown,Pricilla	54	11-9	14-6	118	9.5
7 Busher,John	45	12-9	12-11	102	7.6
8 Carpenter,Herbert	69	12-4	17-8	143	9.8*
9 Coleman,Barbara	68	12-2	17-5	143	9.8*
10 Cook,Marjorie	36	12-9	11-8	93	6.3
11 Corbin,Marion	45	12-1	12-11	106	7.6
12 Crispin,Wilson	57	11-11	15-0	120	9.8
13 Drago,Gilda	37	12-7	11-10	95	6.3
14 Edwards,Phyllis	59	12-3	15-5	119	9.8*
15 Emery,Betty	39	11-9	12-1	103	6.7
16 Evitts,Barbara	56	12-4	14-10	116	9.8*
17 Farr,Marian	38	12-5	12-0	97	6.6
18 German,Claire	22	12-2	9-10	83	4.6
19 Grant,Melvin	50	13-0	13-10	106	8.5
20 Griffin,Justine	57	13-2	15-0	112	9.8*
21 Harris,Robert	36	11-3	11-8	103	6.3
22 Kenney,Murray	53	12-1	14-4	114	9.2
23 Kernahan,Mildred	47	12-5	13-3	106	7.9
24 Kincaid,Marjorie	45	12-3	12-11	105	7.6

TABLE 11

SHOWING THE C. A., M. A., AND I. Q., OF SECTION 1-1 OF THE SEVENTH GRADE OF THE WESTERN JUNIOR HIGH SCHOOL SOMERVILLE MASSACHUSETTS IN THE OTIS SELF ADMINISTERING TEST OF MENTAL ABILITY, INTERMEDIATE FORM A.

	Score	C. A.	M. A.	I.Q.	Grade Status
25 Knowles, Raymond	46	12-9	13-1	103	7.8
26 Lewis, Samuel	40	13-8	12-2	93	6.9
27 Linscott, Earl	37	11-7	11-10	102	6.4
28 MacDonald, William	48	11-11	13-5	111	8.1
29 Mansfield, Robert	45	12-4	12-11	105	7.6
30 Morris, Robert	41	12-5	12-4	100	7.0
31 Pettinati, Edvidge	43	12-9	12-8	100	7.3
32 Roch, Gilbert	48	13-2	13-5	103	8.1
33 Sharpe, Hedley	48	12-10	13-5	105	8.1
34 Shea, Francis	53	12-1	14-4	114	9.2
35 Smith, Marjorie	60	12-7	15-8	118	9.8*
36 Smith, Nathaniel	44	12-4	12-10	104	7.5
37 Spinney, Carolyn	63	11-10	16-3	126	9.8*
38 Sudjian, Ralph	56	12-10	14-10	113	9.8
39 Thomas, Richard	47	12-10	13-3	104	7.9
40 Wanamaker, Helen	62	12-6	16-1	121	9.8*
41 Wells, Evelyn	50	13-0	13-10	106	8.5
42 White, Joseph	41	12-3	12-4	101	7.0
43 Worcester, Elliott	63	12-7	16-3	121	9.8*
Range	22 to 69	11-3 to 13-8	9-10 to 17-8	83 to 143	4.6 to 9.8*

* equals plus

TABLE 12

SHOWING THE C. A., M. A., AND I. Q. OF SECTION 1-2 OF THE SEVENTH GRADE OF THE WESTERN JUNIOR HIGH SCHOOL, SOMERVILLE, MASSACHUSETTS, IN THE OTIS SELF-ADMINISTERING TEST OF MENTAL ABILITY, INTERMEDIATE FORM A.

	Score	C. A.	M. A.	I.Q.	Grade Status
1 Allen,William	63	13-2	16-3	118	9.8*
2 Anderson,Esther	65	11-10	16-8	128	9.8*
3 Bezanson,Marshall	60	12-5	15-8	119	9.8*
4 Bowen,Lester	45	14-5	12-11	90	7.6
5 Calamara,Francis	59	12-9	15-5	116	9.8*
6 Callanan,Charles	50	11-11	13-10	113	8.5
6 Callow,Allan	65	16-8	16-8	123	9.8*
7 Cherry,Albert	47	14-1	13-3	94	7.9
8 Chicarello,Eleanor	39	12-2	12-1	99	6.7
9 Copithorne,Lois	61	16-4	15-11	97	9.8*
10 Coughlin,John	43	12-8	12-8	100	7.3
11 DelBono,Eva	42	12-0	12-6	104	7.2
12 Downs,Donald	57	13-6	15-0	111	9.8*
13 Dunning,George	52	12-10	14-2	109	9.0
14 Erikson,George	39	10-11	12-1	109	6.7
15 Fletcher,John	38	13-1	12-0	94	6.6
16 Harwood,Doris	45	12-0	12-11	107	7.6
17 Heintz,Preston	54	12-0	14-6	116	9.5
18 Hobbs,Beatrice	42	12-5	12-6	101	7.2
19 Kenney,Robert	60	12-9	15-8	117	9.8*
20 Keyes,Ruth	52	12-4	14-2	112	9.0
21 MacRae,Edith	41	12-6	12-4	99	7.0
22 MacRae,Ernest	24	13-9	10-1	76	4.8
23 Mamakes,James	45	11-11	12-11	108	7.6
24 Matheson,Berton	49	12-4	13-7	109	8.3

TABLE 12

SHOWING THE C. A., M. A., AND I. Q. OF SECTION 1-2 OF THE SEVENTH GRADE OF THE WESTERN JUNIOR HIGH SCHOOL, SOMERVILLE, MASSACHUSETTS, IN THE OTIS SELF-ADMINISTERING TEST OF MENTAL ABILITY, INTERMEDIATE FORM A.

	Score	C.A.	M. A.	I. Q.	Grade Status
26 Maytum,Agnes	42	11-8	12-6	106	7.2
27 McLean,Donald	48	12-8	13-5	106	8.1
28 Newbold,Richard	41	11-11	12-4	104	7.0
29 O'Mera,Philip	36	12-0	11-8	98	6.3
30 Oxley,John	40	13-11	12-2	91	6.9
31 Ray,Herbert	60	12-11	15-8	117	9.8*
32 Re,Dorothy	35	12-3	11-6	95	6.1
33 Scott,Ruth	50	11-10	13-10	113	8.5
34 Senior,Harold	59	12-10	15-5	116	9.8*
35 Sterling,Natalie	45	11-5	12-11	111	7.6
36 Stickney,Louise	60	12-5	15-8	119	9.8*
37 Sweetland,Bertram	53	13-1	14-4	109	9.2
38 Taylor,Janet	63	12-5	16-3	122	9.8*
39 Wentzell,Homer	47	12-5	13-3	106	7.9
40 White,Charlotte	48	12-5	13-5	107	8.1
41 White,Winifred	45	12-5	12-11	104	7.6
Range	24 to 65	10-11 to 16-4	10-1 to 16-8	76 to 128	4.8 to 9.8*

* equals plus

TABLE 13

SHOWING THE C. A., M. A., AND I. Q. OF SECTION 1-3 OF THE SEVENTH GRADE OF THE WESTERN JUNIOR HIGH SCHOOL, SOMERVILLE, MASSACHUSETTS, IN THE OTIS SELF-ADMINISTERING TEST OF MENTAL ABILITY, INTERMEDIATE FORM A.

	Score	C. A.	M. A.	I.Q.	Grade Status
1 Arzillo,Alfred	37	12-2	11-10	98	6.4
2 Atkinson,Thomas	55	11-11	14-8	118	9.8
3 Blanchette,Raymond	39	11-8	12-1	103	6.7
4 Brault,Mildred	45	12-3	12-11	105	7.6
5 Caggiano,Reynold	45	12-9	12-11	102	7.6
6 Cronin,Margaret	42	12-10	12-6	99	7.2
7 Cross,Janice	45	12-6	12-11	104	7.6
8 Drevitson,Stanley	54	12-11	14-6	112	9.5
9 Driscoll,Jane	46	12-3	13-1	106	7.8
10 DuPouy,Robert	47	12-1	13-3	109	7.9
11 Ekstrand,Helen	38	12-10	12-0	95	6.6
12 Gobren,Walter	25	14-4	10-3	75	4.9
13 Hall,Dorothy	57	11-1	15-0	125	9.8*
14 Hedley,Elizabeth	47	12-2	13-3	108	7.9
15 Hill,Robert	56	12-7	14-10	114	9.8*
16 Holyoke,Shirlie	49	12-3	13-7	108	8.3
17 Jolatis,Demetrius	66	11-6	16-11	131	9.8*
18 Johnson,Whitman	54	12-7	14-6	112	9.5
19 Keough,Thelma	41	12-8	12-4	99	7.0
20 Levinson,Lawrence	66	12-6	16-11	125	9.8*
21 Lindequist,Elna	58	11-8	15-2	122	9.8*
22 Linhares,Isabella	31	14-3	11-0	81	5.6
23 MacDonald,Chester	40	13-3	12-2	95	6.9
24 Macdonald,Mary	41	12-3	12-4	101	7.0

* equals plus

TABLE 13

SHOWING THE C. A., M. A., AND I. Q. OF SECTION 1-3 OF THE SEVENTH GRADE OF THE WESTERN JUNIOR HIGH SCHOOL, SOMERVILLE, MASSACHUSETTS, IN THE OTIS SELF-ADMINISTERING TEST OF MENTAL ABILITY, INTERMEDIATE FORM A.

	Score	C. A.	M. A.	I.Q.	Grade Status
25 MacFadyn,Pauline	51	12-8	14-0	109	8.7
26 Malvey,Wilfred	62	12-7	16-1	120	9.8*
27 Matthews,Lyman	23	13-1	10-0	79	4.7
28 McNamara,Sallie	39	12-9	12-1	96	6.7
29 Nevello,Frederick	50	12-5	13-10	109	8.5
30 Parker,Doris	56	11-4	14-10	122	9.8*
31 Pike,Glenn	49	13-2	13-10	104	8.3
32 Plumer,Madelyn	56	12-2	14-10	117	9.8*
33 Powell,James	66	12-11	16-11	123	9.8*
34 Price,Eliot	48	12-2	13-5	109	8.1
35 Rogers,Jean	48	11-4	13-5	114	8.1
36 Seaman,Eloise	53	11-6	14-4	118	9.2
37 Sena,Edith	47	12-8	13-3	105	7.9
38 Silva,Earle	59	12-10	15-5	116	9.8*
39 Small,Holmes	55	12-9	14-8	112	9.8
40 Tanzilli,Louis	44	13-3	12-10	99	7.5
41 Thompson,Ralph	64	12-9	16-6	121	9.8*
42 Tikijian,Alice	43	12-4	12-8	81	7.3
43 Tripp,Margaret	56	12-4	14-10	116	9.8*
44 Vercollens,Eugene	51	13-6	14-0	105	8.7
45 Wooldridge,Ina	50	13-2	13-10	105	8.5
46 Yee,Edward	17	14-8	9-2	65	4.1
Range	17 to 66	11-1 to 14-8	9-2 to 16-11	65 to 131	4.1 to 9.8*

* equals plus

TABLE 14

SHOWING THE C. A., ,M. A., AND I. Q. OF SECTION 1-4 OF THE SEVENTH GRADE OF THE WESTERN JUNIOR HIGH SCHOOL, SOMERVILLE, MASSACHUSETTS, IN THE OTIS SELF-ADMINISTERING TEST OF MENTAL ABILITY, INTERMEDIATE FORM A.

	Score	C. A.	M. A.	I.Q.	Grade Status
1 Azar,George	41	11-10	12-4	104	7.0
2 Beake,Lawrence	65	11-7	16-8	130	9.8*
3 Breux,Clarence	16	14-3	9-0	66	4.0
4 Carr,Emma	41	12-9	12-4	98	7.0
5 Castro,Mary	51	12-6	14-0	110	8.7
6 Chisholm.Virginia	49	11-6	13-7	114	8.3
7 Cotter,Edmond	43	14-1	12-8	94	7.3
8 Currier,Frank	52	12-10	14-2	110	9.0
9 Dargin,Donald	52	12-7	14-2	110	9.0
10 Durgin,Margaret	51	12-5	14-0	110	8.7
11 Elder,Herbert	16	15-2	9-0	63	4.0
12 Forsyth,Jeannie	61	11-9	15-11	125	9.8*
13 Fowler,Cecil	50	14-3	13-10	98	8.5
14 Glass,Robert	37	12-5	11-10	96	6.4
15 Greenberg, Frank	33	15-7	11-3	78	5.8
16 Greenlaw,Willis	42	14-7	12-6	91	7.2
17 Hanright,Charles	30	12-4	10-10	90	5.5
18 Lewis,Louise	38	12-9	12-0	95	6.6
19 Miller,Fern	41	11-4	12-4	107	7.0
20 Molloy,Alice	52	11-1	14-2	120	9.0
21 Monahan,Richard	61	12-8	15-11	119	9.8*
22 Pachece,Belmira	58	12-9	15-2	115	9.8*
23 Patachiola,Eleanor	54	12-0	14-6	116	9.5
24 Perry,Lucille	22	14-6	9-10	71	4.6*

* equals plus

TABLE 14

SHOWING THE C. A., M. A., AND I. Q. OF SECTION 1-4 OF THE SEVENTH GRADE OF THE WESTERN JUNIOR HIGH SCHOOL, SOMERVILLE, MASSACHUSETTS, IN THE OTIS SELF-ADMINISTERING TEST OF MENTAL ABILITY, INTERMEDIATE FORM A.

	Score	C. A.	M. A.	I.Q.	Grade Status
25 Powell,Phyllis	45	13-8	12-11	98	7.6
26 Powell,Hillard	60	12-11	15-8	117	9.8*
27 Prescott,Gloria	40	13-0	12-2	96	6.9
28 Rappoli,Gilda	13	13-0	8-7	69	3.7
29 Renault,Alfred	29	13-1	10-9	85	5.3
30 Sarkisian,Anna	27	13-0	10-6	83	5.1
31 Shiere,Charles	51	12-1	14-0	112	8.7
32 Wood,Margery	40	12-11	12-2	97	6.9
Range	13 to 65	11-1 to 15-7	8-7 to 16-8	63 to 130	3.7 to 9.8*

* equals plus

TABLE 15

SHOWING THE C. A., M. A., AND I. Q. OF SECTION 1-5 OF THE SEVENTH GRADE OF THE WESTERN JUNIOR HIGH SCHOOL, SOMERVILLE, MASSACHUSETTS, IN THE OTIS SELF-ADMINISTERING TEST OF MENTAL ABILITY, INTERMEDIATE FORM A.

	Score	C. A.	M. A.	I.Q.	Grade Status
1 Adams,Lawrence	22	13-7	9-10	75	4.6
2 Armstrong,Clifford	41	13-9	12-4	93	7.0
3 Balcom,Albert	31	11-10	11-0	94	5.6
4 Baldus,Dorothy	53	12-9	14-4	110	9.2
5 Bassett,Dorothy	52	13-1	14-2	108	9.0
6 Brine,Dexter	43	12-8	12-8	100	7.3
7 Conlin,William	36	12-9	11-8	93	6.3
8 Crosby,Arthur	27	13-11	10-6	78	5.1
9 Dixon,John	44	13-2	12-10	98	7.5
10 English,Edward	26	13-5	10-4	80	5.0
11 Fenechette,Ernest	39	12-11	12-1	96	6.7
12 Fuller,Edna	46	13-1	13-1	102	7.8
13 Gazola,John	32	12-4	11-2	92	5.7
14 Holmes,Albert	36	15-5	11-8	75	6.3
15 Johnston,William	25	11-10	10-3	82	4.9
16 Kissack,Edward	49	14-2	13-7	96	8.3
17 LeBlanc,Walter	52	13-5	14-2	106	9.0
18 McMillan,Elizabeth	23	13-0	10-0	79	4.7
19 Malone,John	44	12-1	12-10	105	7.5
20 McNamara,Russell	42	12-3	12-6	102	7.2
21 O'Neill,Robert	27	13-2	10-6	82	5.1
22 Pepitone,Phyllis	32	13-3	11-2	87	5.7
23 Pike,Wilma	12	14-5	8-5	61	3.6
24 Rawding,Dorothy	20	15-8	9-7	73	4.4

* equals plus

TABLE 15

SHOWING THE C. A., M. A., AND I. Q. OF SECTION 1-5 OF THE SEVENTH GRADE OF THE WESTERN JUNIOR HIGH SCHOOL, SOMERVILLE, MASSACHUSETTS, IN THE OTIS SELF-ADMINISTERING TEST OF MENTAL ABILITY, INTERMEDIATE FORM A.

	Score	C. A.	M. A.	I.Q.	Grade Status
25 Rumery,Ina	54	12-0	14-6	116	9.5
26 Shannon,Evelyn	8	16-4	7-11	49	3.5
27 Simpson,Muriel	44	14-9	12-10	87	7.5
28 Smallwood,Muriel	55	12-8	14-8	113	5.3
29 Smart,Beverly	64	12-2	16-6	125	9.8*
30 Sparkes,Blanche	47	15-6	13-3	92	7.9
31 Spencer,Ernest	29	16-1	10-9	73	5.3
32 Staples,Ralph	51	12-2	14-0	112	8.7
33 Sullivan,Frances	35	11-9	11-6	99	6.1
34 Sullivan,Veronica	18	11-9	9-3	82	4.2
35 Thompson,Paul	41	13-0	12-4	97	7.0
36 Trapp,Sidney	56	12-3	14-10	116	9.8*
37 Ugolini,Margaret	38	13-4	12-0	92	6.6
38 Waters,Joseph	31	12-5	11-0	90	5.6
39 Williamson,Eil	36	12-9	11-8	93	6.3
40 Wilson,Willard	59	12-9	15-5	116	9.8*
41 Wiltshire,Evelyn	26	15-2	10-4	73	5.0
Range	8 to 64	11-9 to 16-4	8-5 to 16-6	49 to 125	3.5 to 9.8*

* equals plus

TABLE 16

SHOWING THE C. A., M. A., AND I. Q. OF SECTION 1-6 OF THE SEVENTH GRADE OF THE WESTERN JUNIOR HIGH SCHOOL, SOMERVILLE, MASSACHUSETTS, IN THE OTIS SELF-ADMINISTERING TEST OF MENTAL ABILITY, INTERMEDIATE FORM A.

	Score	C. A.	M. A.	I.Q.	Grade Status
1 Bean,Edward	25	12-4	10-3	85	4.9
2 Beers,Delta	42	12-3	12-6	102	7.2
3 Boynton,Emma	19	14-3	9-5	74	4.3
4 Brennan,Mary	27	12-10	10-6	84	5.1
5 Buckler,Jean	58	13-0	15-2	114	9.8*
6 Carlson,Mildred	27	12-6	10-6	86	5.1
7 Chakerian,Alice	39	12-5	12-1	98	6.7
8 Chateauneuf,Gertrude	49	12-11	13-7	106	8.3
9 Comber,Thomas	56	13-2	14-10	111	9.8*
10 Dakin,Raymond	40	12-8	12-2	98	6.9
11 Downie,Phyllis	50	12-4	13-10	110	8.5
12 Ebinger,Adolph	38	12-10	12-4	95	6.6
13 Ellis,Mary	41	12-8	12-4	99	7.0
14 Everett,Thelma	45	11-11	12-11	108	7.6
15 Flagg,Myra	66	12-11	16-11	129	9.8*
16 Flood,Richard	26	13-3	10-4	81	5.0
17 Fortini,Anna	51	12-4	14-0	111	8.7
18 Fransen,Dorothy	18	12-11	9-3	75	4.2
19 Furlong,Dorothy	26	11-11	10-4	83	5.0
20 Grant,Donald	45	13-3	12-11	97	7.6
21 Graves,Herbert	43	14-9	12-8	91	7.3
22 Heighton,Dorothy	39	13-0	12-1	95	6.7
23 Hickey,Mary	54	12-3	14-6	114	9.5
24 Horsman,Stanley	34	13-4	11-5	88	6.0

* equals plus

TABLE 16

SHOWING THE C. A., M. A., AND I. Q. OF SECTION 1-6 OF THE SEVENTH GRADE OF THE WESTERN JUNIOR HIGH SCHOOL, SOMERVILLE, MASSACHUSETTS ,IN THE OTIS SELF-ADMINISTERING TEST OF MENTAL ABILITY, INTERMEDIATE FORM A.

	Score	C. A.	M. A.	I.Q.	Grade Status
25 Jacobs,Esther	28	13-2	10-7	83	5.2
26 Keenan,Henry	49	15-2	13-7	90	8.3
27 Lydstone,Barbara	65	13-0	16-8	121	9.8*
28 Marvin,Gertrude	28	12-5	10-7	87	5.2
29 McCracken,Bernice	54	12-6	14-6	113	9.5
30 McWatters,Alexander	45	16-1	12-11	80	7.6
31 Miller,Alice	29	12-3	10-9	89	5.3
32 Mason,Mary	43	12-5	12-8	102	7.3
33 Nickerson,Bernard	19	14-10	9-5	67	4.3
34 Northrop,Robert	45	12-9	12-11	102	7.6
35 Osborne,Margaret	25	13-3	10-3	80	4.9
36 Oxley,Arthur	29	15-1	10-9	76	5.3
37 Quinlan,Arthur	57	12-9	15-0	114	9.8*
38 Randall,Everard	51	12-5	14-0	110	8.7
39 Ray,Virginia	32	13-0	11-2	88	5.7
40 Rice,Clay	50	12-8	13-10	108	8.5
41 Scalingi,Ciro	46	11-9	13-1	110	7.8
42 Shaughnessy,Evelyn	57	12-3	15-0	117	9.8*
43 Somers,Bertha	46	12-11	13-1	103	7.8
44 Sousa,Edward	48	12-7	13-5	106	8.1
45 Treen,Ernest	52	12-6	14-2	111	9.0
46 Ward,Ruth	61	12-8	15-11	119	9.8*
47 Watson,John	49	12-0	13-7	111	8.3
48 Wyllie,Isabelle	31	12-4	11-0	91	5.6
Range	18 to 66	11-9 to 16-1	9-3 to 16-11	67 to 129	4.2 to 9.8*

* equals plus

TABLE 17

SHOWING THE C. A., M. A., AND I. Q. OF SECTION 1-7 OF THE SEVENTH GRADE OF THE WESTERN JUNIOR HIGH SCHOOL, SOMERVILLE, MASSACHUSETTS, IN THE OTIS SELF-ADMINISTERING TEST OF MENTAL ABILITY, INTERMEDIATE FORM A.

	Score	C. A.	M. A.	I.Q.	Grade Status
1 Alley,Virginia	37	13-8	11-10	90	6.4
2 Blondiet,Mary	45	13-6	12-11	96	7.6
3 Buinitsky,Mildred	52	11-0	14-2	121	9.0
4 Carr,Edna	16	13-5	9-0	70	4.0
5 Catalde,Harry	25	13-2	10-3	80	4.9
6 Chase,Lawrence	55	13-8	14-8	108	9.8
7 Chase,Thelma	43	12-10	12-8	99	7.3
8 Cummings,Donald	62	12-9	16-1	119	9.8*
9 Davis,Evelyn	12	15-4	8-5	58	3.6
10 Dion,Ruth	39	12-8	12-1	97	6.7
11 Dionne,Gerard	56	12-4	14-10	116	9.8*
12 Dionne,John	67	12-4	17-2	127	9.8*
13 Doe,Wilber	54	12-3	14-6	114	9.5
14 Dunlap,John	62	12-8	16-1	120	9.8*
15 Erikson,Doris	64	12-9	16-6	121	9.8*
16 Estabrook,Virginia	57	12-4	15-0	117	9.8*
17 Glendon,Louise	27	13-3	10-6	82	5.1
18 Gosdigian,Mary	47	12-10	13-3	104	7.9
19 Greenburg,Ida	56	13-3	14-10	111	9.8*
20 Hoos,Diamond	18	12-1	9-3	79	4.2
21 Kelly,Frances	24	14-11	10-1	71	4.8
22 Lane,Louise	35	12-3	11-6	95	6.1
23 Lewis,Dorothy	58	12-8	15-2	116	9.0
24 Lindstrom,Barbara	39	12-10	12-1	96	6.7

* equals plus

TABLE 17

SHOWING THE C. A., M. A., AND I. Q. OF SECTION 1-7 OF THE SEVENTH GRADE OF THE WESTERN JUNIOR HIGH SCHOOL, SOMERVILLE, MASSACHUSETTS, IN THE OTIS SELF-ADMINISTERING TEST OF MENTAL ABILITY, INTERMEDIATE FORM A.

	Score	C. A.	M. A.	I.Q.	Grade Status
25 Lopez, Joseph	31	14-10	11-0	79	5.6
26 Mancini, Angelina	50	14-0	13-10	99	8.5
27 Magoon, Margaret	41	12-0	12-4	103	7.0
28 Mazamanian, Mary	55	12-0	14-8	117	9.8
29 McGrath, Elizabeth	47	12-0	13-3	109	7.9
30 Mills, Frances	19	12-8	9-5	74	4.3
31 Mosher, Vernah	45	11-6	12-11	110	7.6
32 Ott, Virginia	53	13-0	14-4	109	9.2
33 Policella, Vincent	28	13-5	10-7	82	5.2
34 Pollock, Vesta	44	13-2	12-10	99	7.5
35 Powers, Albert	60	13-3	15-8	115	9.8
36 Quigley, Katherine	43	11-4	12-8	109	7.3
37 Rodenhizer, Gertrude	22	15-4	9-10	68	4.6
38 Sacco, Conchetta	30	13-7	10-10	83	5.5
39 Sappini, James	32	12-5	11-2	91	5.7
40 Taylor, Thelma	43	13-1	12-8	99	7.3
41 Walsh, Joseph	27	13-11	10-6	78	5.1
42 Warner, Lillian	44	12-9	12-10	101	7.5
43 Welsh, Lillian	52	13-7	14-2	105	9.0
44 White, William	45	14-9	12-11	93	7.6
45 Whiteacre, Evelyn	28	12-8	10-7	86	5.2
46 Wolf, Francis	37	15-3	11-10	83	6.4
Range	12 to 67	11-0 to 15-4	9-0 to 16-1	58 to 127	3.6 to 9.8*

* equals plus

TABLE 18

SHOWING THE C. A., M. A., AND I. Q. OF SECTION 1-8 OF THE SEVENTH GRADE OF THE WESTERN JUNIOR HIGH SCHOOL, SOMERVILLE, MASSACHUSETTS, IN THE OTIS SELF-ADMINISTERING TEST OF MENTAL ABILITY, INTERMEDIATE FORM A.

	Score	C. A.	M. A.	I.Q.	Grade Status
1 Boudreau,Clement	27	13-3	10-6	79	5.1
2 Brann,Janet	49	14-2	13-7	96	8.3
3 Bruce,Maretta	48	14-7	13-5	92	8.1
4 Callahan,Francis	58	13-6	15-2	112	9.8*
5 Canto,Philip	40	12-11	12-2	94	6.9
6 Canty,Dorothy	57	12-5	15-0	116	9.8*
7 Coppola,Enes	53	12-5	14-4	112	9.2
8 Cragg,Virginia	37	13-11	11-10	88	6.4
9 DeNatale,Lena	24	13-1	10-1	80	4.8
10 Edwards,Eleanor	48	11-9	13-5	112	8.1
11 Frenchwiewcz,Josephine	26	13-7	10-4	79	5.0
12 Gibson,Margaret	54	12-4	14-6	114	9.5
13 Goddard,Annie	37	12-1	11-10	98	6.4
14 Griffin,William	48	13-6	13-5	99	8.1
15 Haynes,Frederick	44	14-5	12-10	93	7.5
16 Hobbs,Chester	46	14-3	13-1	96	7.8
17 Hughes,Marion	38	12-4	12-0	98	6.6
18 Hunt,Margaret	31	12-4	11-0	91	5.6
19 Johnson,Hazel	45	12-0	12-11	107	7.6
20 LaDuke,Victor	47	13-6	13-3	98	7.9
21 Lundberg,Lennart	36	12-3	11-8	96	6.3
22 MacKay,Marie	46	12-4	13-1	106	7.8
23 Mahigian,Agnes	31	14-0	11-0	79	5.6
24 Olsen,Arthur	27	13-1	10-6	83	5.1

* equals plus

TABLE 18

SHOWING THE C. A., M. A., AND I. Q. OF SECTION 1-8 OF THE SEVENTH GRADE OF THE WESTERN JUNIOR HIGH SCHOOL, SOMERVILLE, MASSACHUSETTS, IN THE OTIS SELF-ADMINISTERING TEST OF MENTAL ABILITY, INTERMEDIATE FORM A.

	Score	C. A.	M. A.	I.Q.	Grade Status
25 Osborne,Albert	44	12-6	12-10	103	7.5
26 Pashee,Anne	39	10-11	12-1	109	6.7
27 Pickett,Walter	25	13-10	10-3	77	4.9
28 Pittmann,Robert,	51	12-11	14-0	108	8.7
29 Robitalli,Arthur	36	12-3	11-8	96	6.3
30 Short,Eleanor	25	14-9	10-3	73	4.9
31 Stacey,Robert	40	12-4	12-2	99	6.9
32 Tarker,Ruth	35	12-7	11-6	93	6.1
33 Theriault,Arthur	30	11-0	10-10	99	5.5
34 Walsh,Irvine	37	12-8	11-10	95	6.4
35 Warner,William	27	12-8	10-6	85	5.1
36 Willson,Frederick	56	12-9	14-10	113	9.8*
37 Zec,Helen	14	14-2	8-9	69	3.8
Range	14 to 58	10-11 to 14-7	10-1 to 15-2	69 to 116	3.8 to 9.8*

* equals plus

TABLE 19

SHOWING THE C. A., M. A., AND I. Q. OF SECTION 1-9 OF THE SEVENTH GRADE OF THE WESTERN JUNIOR HIGH SCHOOL, SOMERVILLE, MASSACHUSETTS, IN THE OTIS SELF-ADMINISTERING TEST OF MENTAL ABILITY, INTERMEDIATE FORM A

	Score	C. A.	M. A.	I.Q.	Grade Status
1 Anderson,Gordon	39	11-10	12-1	102	6.7
2 Atlansky,Esther	26	12-5	10-4	85	5.0
3 Batten,Bernice	47	12-5	13-3	106	7.9
4 Beals,Vernon	30	14-3	10-10	80	5.5
5 Borger,Warren	34	12-10	11-5	89	6.0
6 Boyce,Joseph	48	12-4	13-5	108	8.1
7 Bradley,Evelyn	40	14-6	12-2	89	6.9
8 Brann,Esther	47	12-7	13-3	105	7.9
9 Cosman,Harry	24	12-5	10-1	83	4.8
10 Cotter,Robert	45	13-0	12-11	99	7.6
11 DiNapoli,Henry	24	14-9	10-1	72	4.8
12 Duffy,John	39	14-7	12-1	86	6.7
13 Eldridge,Rose	43	12-8	12-8	100	7.3
14 Foster,Robert	19	14-10	9-5	64	4.3
15 Genessie,John	54	12-8	14-6	112	9.5
16 Graves,Ruth	40	12-3	12-6	99	6.9
17 Jacques,Robert	39	12-5	12-1	98	6.7
18 Johnson,Robert	57	14-5	15-0	104	7.9
19 Kasper,Lucy	39	12-4	12-1	99	6.7
20 Kelley,Beatrice	51	12-2	14-0	112	8.7
21 Maghigian,Edward	38	14-7	11-8	85	6.3
22 Maniscalco,John	6	13-10	7-9	58	3.5
23 McManus,Albert	40	14-5	12-2	89	6.9
24 Milliken,Russell	41	12-8	12-4	99	7.0

* equals plus

TABLE 19

SHOWING THE C. A., M. A., AND I. Q. OF SECTION 1-9 OF THE SEVENTH GRADE OF THE WESTERN JUNIOR HIGH SCHOOL, SOMERVILLE, MASSACHUSETTS, IN THE OTIS SELF-ADMINISTERING TEST OF MENTAL ABILITY, INTERMEDIATE FORM A.

	Score	C. A.	M. A.	I.Q.	Grade Status
25 Mitchell,Edna	39	12-11	12-1	96	6.7
26 Morrison,Beatrice	39	11-6	12-1	104	6.7
27 Murphy,Jeannette	31	13-2	11-0	86	5.6
28 Perecheduk,Walter	26	12-10	10-4	83	5.0
29 Randall,Geneva	47	12-11	13-3	104	7.9
30 Randall,Roger	30	14-2	10-10	80	5.5
31 Richards,Wellington	37	14-5	11-10	86	6.4
32 Sickles,William	21	14-9	9-8	69	4.5
33 Slater,Ernest	54	14-0	14-6	105	9.5
34 Souza,William	37	14-5	11-10	86	6.4
35 Talma,Thomas	35	12-9	11-6	92	6.1
36 Tarr,Virginia	40	12-6	12-2	99	6.9
37 Thompson,Gilbert	17	14-0	9-2	68	4.1
38 Townsend,Gordon	46	12-10	13-1	103	7.8
39 Wallace,Lester	53	13-9	14-4	105	9.2
40 Westwood,Phoebe	50	10-9	13-10	121	8.5
Range	6 to 57	10-9 to 14-9	7-9 to 15-0	68 to 121	3.5 to 9.5

* equals plus

TABLE 20

SHOWING THE C. A., M. A., AND I. Q. OF SECTION 1-10 OF THE SEVENTH GRADE OF THE WESTERN JUNIOR HIGH SCHOOL, SOMERVILLE, MASSACHUSETTS ,IN THE OTIS SELF-ADMINISTERING TEST OF MENTAL ABILITY, INTERMEDIATE FORM A.

	Score	C. A.	M. A.	I.Q.	Grade Status
1 Ambrogne,Elmer	45	13-3	12-11	98	7.6
2 Barakat,Mary	22	13-4	9-10	76	4.6
3 Bine,Madeline	46	12-6	13-1	105	7.8
4 Burke,Dorothy	56	12-8	14-10	114	9.8*
5 Calamdrella,Nicholas	59	11-7	15-5	124	9.8*
6 Champion,Bertha	38	13-10	12-0	90	6.6
7 Clifford,Eleanor	42	12-5	12-6	101	7.2
8 Collisson,Eleanor	51	14-10	14-0	98	8.7
9 Curran,Donald	34	12-3	11-5	94	6.0
10 DiCiacoia,Mary	44	12-7	12-10	102	7.5
11 Dumas,James	56	13-2	14-10	111	9.8*
12 Eften,Helen	34	12-10	11-5	91	6.0
13 Elmos,George	41	13-11	12-4	93	7.0
14 Hofmann,Amy	36	13-11	11-8	87	6.3
15 Johnson,Elna	37	12-5	11-10	96	6.4
16 Lunderville,Evelyn	42	13-2	12-6	97	7.2
17 McWatters,Rachel	35	14-0	11-6	86	6.1
18 Melillo,Carmine	33	13-6	11-3	87	5.8
19 Murphy,Cornelius	21	13-8	9-8	74	4.5
20 Murphy,John	56	14-11	14-10	99	8.7
21 Nelson,Ruth	37	12-10	11-10	94	6.4
22 Pederson,Inger	23	13-8	10-0	76	4.7
23 Pedrane,Eugene	61	13-3	15-11	116	9.8*
24 Perechoduk,Mary	24	11-9	10-1	88	4.8

* equals plus

TABLE 20

SHOWING THE C. A., M. A., AND I. Q. OF SECTION 1-10 OF THE SEVENTH GRADE OF THE WESTERN JUNIOR HIGH SCHOOL, SOMERVILLE, MASSACHUSETTS, IN THE OTIS SELF-ADMINISTERING TEST OF MENTAL ABILITY, INTERMEDIATE FORM A.

	Score	C. A.	M. A.	I.Q.	Grade Status
25 Perrier,Isabelle	27	12-5	10-6	86	5.1
26 Phillips,Ruth	30	13-5	10-10	84	4.4
27 Phinney,Evelyn	32	12-11	11-2	89	5.7
28 Rivers,Frances	44	12-7	12-10	102	7.5
29 Robbins,Phyllis	30	12-2	10-10	91	5.5
30 Skaling,Franklin	33	14-9	11-3	84	5.8
31 Smith,Lucille	37	12-9	11-10	94	6.4
32 Souza,Theresa	23	15-0	10-0	70	4.7
33 Splaine,Amory	33	13-6	11-3	87	5.8
34 Stone,Wesley	46	13-9	13-1	98	7.8
35 Thatcher,Henry	44	14-10	12-10	92	7.5
36 Trask,Thelma	37	16-10	11-10	79	6.4
37 Tucker,Thelma	29	13-0	10-9	85	5.3
38 White,Paul	29	12-3	10-9	89	5.3
39 White,Prescott	29	13-10	10-9	81	5.3
Range	21 to 61	11-7 to 11-10	9-8 to 15-11	70 to 124	4.4 to 9.8*

* equals plus

TABLE 51

SUMMARY OF THE DATA CONTAINED IN THE OTIS TEST SHOWING THE RANGES IN THE C. A., M. A., AND I. Q. OF EACH OF THE TEN DIVISIONS WHICH TOOK THE TEST.

Section	No. of Pupils in Section	C.A.	M.A.	I.Q.	Grade Status
1-1	43	11-13	9-17	83-143	4.6-9.8*
1-2	41	11-16	10-17	76-128	4.8-9.8*
1-3	46	11-14	9-17	65-131	4.1-9.8*
1-4	32	11-15	8-16	63-130	3.7-9.8
1-5	41	11-16	8-16	49-125	3.5-9.8*
1-6	48	11-16	9-16	67-129	4.2-9.8*
1-7	46	11-15	9-16	58-127	3.6-9.8*
1-8	37	10-14	10-15	69-116	3.8-9.8*
1-9	40	10-14	7-15	58-121	3.5-9.5
1-10	39	11-16	9-15	64-124	4.4-9.8*

This table is read in the following manner. In section 1-1 are forty-three pupils, ranging in chronological age from eleven to thirteen years. In mental age the pupils of this section have a range from nine to seventeen years. Their intelligence quotient ranges from eighty-three in the lowest instance to one hundred fifty three in the highest. They have a grade ability of four and six tenths in the lowest cases to nine and eight tenths years in the highest.

The highest I. Q. obtained by any pupil in the ten divisions was one hundred and forty-three. The lowest forty-nine.

TABLE 53A

ORGANIZATION OF THE OLD SECTIONS ACCORDING TO THE RESULTS OBTAINED IN THE OTIS TEST.

Section	C. A.	Range	M. A.	Range	I. Q.	Range
1-1	11-13	2	9-17	8	83-143	60
1-2	10-16	6	10-16	6	76-128	52
1-3	11-14	3	9-16	7	65-131	66
1-4	11-15	4	8-16	8	63-130	67
1-5	11-16	5	8-16	8	49-125	76
1-6	11-16	5	9-16	7	58-129	62
1-7	11-15	4	9-16	7	58-127	69
1-8	10-14	4	10-15	5	69-116	47
1-9	10-14	4	7-15	8	68-121	53
1-10	11-11	0	9-15	6	70-124	54

B

ORGANIZATION OF THE NEW SECTION FROM THE RESULTS OBTAINED IN THE OTIS, MILLER, AND HAGGERTY TESTS.

Section	C. A.	Range	M. A.	Range	I. Q.	Range
1-1	12-0	0	14-17	3	121-131	10
1-2	12-13	1	15-17	2	121-139	18
1-3	11-13	2	13-15	2	110-119	9
1-4	10-12	2	12-15	3	114-134	20
1-5	11-13	2	13-22	9	132-187	55
1-6	12-15	3	12-16	4	95-118	23
1-7	12-14	2	11-15	4	89-109	20
1-8	11-13	2	11-15	4	93-107	14
1-9	12-16	4	10-15	5	86-98	12
1-10	12-16	4	9-13	4	64-85	21

C

DECREASES SHOWN THROUGH NEW REORGANIZATION IN C. A., M. A., AND I. Q.

Section	C. A.	M. A.	I. Q.
1-1	2	5	50
1-2	5	4	34
1-3	1	5	57
1-4	2	5	47
1-5	3	1	21
1-6	2	3	39
1-7	2	3	42
1-8	2	1	33
1-9	0	3	41
1-10	4	2	33

Explanation of Tables

In Table A we find the grouping as it was when the Otis Test was given. We read the table in this manner; under section 1-1 we find the C.A. of the division was eleven to thirteen years, or a range of two years chronologically. While in the M.A. we find a range of eight years according to mental age. The I.Q's varied from eighty-three to one hundred and forty-three, or at a sixty degree variance.

The new section shows the re-classification, and is read in the same manner as the above table

By comparing tables A and B we get table C which shows the improvements made or the results of the new classification.

In section 1-1 under table C we find as a result of the new classification that the C.A. has been cut two years, the M.A. three years, and the range forty-one degrees. The remaining divisions are read in like manner.

TABLE 21

SHOWING THE C. A., M. A., AND I. Q. OF THE PUPILS OF SECTION 1-2 OF WESTERN JUNIOR HIGH SCHOOL, SOMERVILLE, MASSACHUSETTS, WITH SCORE SECURED ON EACH PART OF THE MILLER TEST OF MENTAL ABILITY.

Section 1-1	1st	2nd	3rd	Tot.	C. A.	M. A.	I.Q.
1 Baker,Robert	9	11	15	35	12-2	12-6	103
2 Bennekom,Carl	19	12	17	48	12-9	14-8	115
3 Blake,Winslow	17	15	23	55	11-10	15-10	134
4 Bowen,Fred	17	17	28	62	13-2	17-0	129
5 Braman,Miriam	15	18	23	56	11-10	16-0	135
6 Brown,Priscilla	19	14	25	58	11-10	16-4	136
7 Busher,John	16	2	3	21	12-8	10-2	80
8 Carpenter,Herbert	18	24	24	66	12-5	17-8	142
9 Coleman,Barbara	27	32	34	93	12-3	22-2	174
10 Cook, Marjorie	17	16	17	50	12-10	15-0	117
11 Corbin,Marion	17	11	20	48	12-2	14-8	121
12 Crispin,Wilson	18	16	30	64	11-11	17-4	145
13 Drago,Gilda	14	10	20	44	12-9	14-0	110
14 Edwards,Phyllis	13	19	24	56	12-2	16-0	132
15 Emery,Betty	17	18	27	62	11-9	17-0	145
16 Evitts,Barbara	20	23	20	63	12-5	17-2	138
17 Farr,Marion	16	17	20	53	12-5	15-6	125
18 Gorman,Claire	15	19	21	55	12-3	15-10	129
19 Grant,Melvin	12	11	11	34	13-0	12-4	95
20 Griffin,Justine	17	20	26	63	13-3	17-2	130
21 Harris,Robert	14	9	21	44	11-3	14-0	124
22 Kenney,Murray	22	14	25	61	12-1	16-10	139
23 Kernahan,Mildred	17	24	9	50	12-5	15-0	121
24 Kincaid,Marjorie	12	11	28	51	12-3	15-2	124

TABLE 21

SHOWING THE C. A., M. A., AND I. Q. OF THE PUPILS OF SECTION 1-2 OF WESTERN JUNIOR HIGH SCHOOL, SOMERVILLE, MASSACHUSETTS, WITH SCORE SECURED ON EACH PART OF THE MILLER TEST OF MENTAL ABILITY.

Section 1-1	1st	2nd	3rd	Tot.	C. A.	M. A.	I.Q.
25 Knowles,Raymond	13	11	23	47	12-10	14-6	113
26 Lewis,Samuel	12	3	14	29	13-8	11-6	84
27 Linscott,Earle	8	10	21	39	11-7	13-2	114
28 MacDonald,William	22	15	25	62	12-0	17-0	142
29 Mansfield,Robert	15	5	17	37	12-5	12-10	103
30 Morris,Robert	22	6	15	43	12-6	13-10	111
31 Pettinati,Edvidge	15	8	21	44	12-10	14-0	109
32 Roch,Gilbert	13	15	14	42	13-2	13-8	104
33 Sharpe,Hedley	17	15	12	44	12-10	14-0	109
34 Shea,Francis	15	13	25	53	12-2	15-6	127
35 Smith,Marjorie	20	16	22	58	12-7	16-4	130
36 Smith,Nathaniel	14	11	25	50	12-4	15-0	122
37 Spinney,Carolyn	16	17	25	58	11-10	16-4	137
38 Sudjian,Ralph	13	11	2	26	12-9	11-0	86
39 Thomas,Richard	14	5	14	33	12-8	12-2	96
40 Wanamaker,Helen	19	21	8	48	12-6	14-8	117
41 Wells,Evelyn	15	9	11	35	13-1	12-6	96
42 White,Joseph	14	12	23	49	12-3	14-10	121
43 Worcester,Elliott	17	7	26	50	12-8	15-0	118
Range				21 to 93	11-3 to 13-8	10-2 to 22-2	80 to 174

TABLE 22

SHOWING THE C. A., M. A., AND I. Q. OF THE PUPILS OF SECTION 1-2 OF WESTERN JUNIOR HIGH SCHOOL, SOMERVILLE, MASSACHUSETTS, WITH SCORE SECURED ON EACH PART OF THE MILLER TEST OF MENTAL ABILITY.

Section 1-2	1st	2nd	3rd	Tot.	C. A.	M. A.	I.Q.
1 Allan,William	18	11	6	35	13-3	12-6	94
2 Anderson,Esther	26	15	30	71	11-11	18-6	155
3 Bezanson,Marshall	31	11	28	70	12-6	18-4	147
4 Bowen,Lester	6	11	5	22	14-4	10-4	72
5 Calamara,Frances	13	6	17	36	12-10	12-8	99
6 Callanan,Charles	15	11	22	48	11-11	14-8	122
7 Callow,Allan	19	11	9	39	12-9	13-2	103
8 Cherry,Albert	16	4	26	46	14-1	14-4	102
9 Chicarello,Eleanor	11	13	14	38	12-3	13-0	106
10 Copithorne,Lois	15	6	24	45	16-5	14-2	86
11 Coughlin,John	5	17	3	25	12-8	10-10	86
12 DelBono,Eva	18	5	13	34	12-1	12-4	102
13 Downs,Donald	14	5	8	27	13-4	11-2	84
14 Dunning,George	0	5	5	10	12-11	8-4	65
15 Erikson,George	13	9	9	31	11-0	11-10	108
16 Fletcher,John	7	2	11	20	13-2	10-0	76
17 Harwood,Doris	17	9	23	49	12-1	14-10	123
18 Heintz,Preston	18	21	26	65	12-1	17-6	145
19 Hobbs,Beatrice	13	14	20	37	12-5	12-10	103
20 Kenney,Robert	19	9	8	36	12-10	12-8	99
21 Keyes,Ruth	17	4	7	28	12-3	11-4	93
22 MacRae,Edith	15	6	19	40	12-7	13-4	106
23 MacRae,Ernest	1	4	9	14	13-11	9-0	65
24 Mamakes,James	21	11	21	53	11-11	15-6	130

TABLE 22

SHOWING THE C. A., M. A., AND I. Q. OF THE PUPILS OF SECTION 1-2 OF WESTERN JUNIOR HIGH SCHOOL, SOMERVILLE, MASSACHUSETTS, WITH SCORE SECURED ON EACH PART OF THE MILLER TEST OF MENTAL ABILITY.

Section 1-2	1st	2nd	3rd	Tot.	C. A.	M. A.	I.Q.
25 Matheson,Berton	10	6	10	26	12-4	11-0	89
26 Maytum,Agnes	12	11	8	31	11-8	11-10	101
27 McLean,Donald	5	4	9	18	12-9	9-8	76
28 Newbold,Richard	15	4	8	27	12-0	11-2	93
29 O'Mera,Philip	10	10	14	34	12-0	12-4	103
30 Oxley,John	5	5	6	16	13-11	9-4	67
31 Ray,Herbert	12	12	2	26	12-11	11-0	83
32 Re,Dorothy	23	4	8	35	12-3	12-6	102
33 Scott,Ruth	17	10	19	46	11-11	14-4	120
34 Senior,Harold	4	6	8	18	12-9	9-8	76
35 Sterling,Natalie	16	6	10	32	11-5	12-0	105
36 Stickney,Louise	22	8	7	37	12-6	12-10	103
37 Sweetland,Bertram	15	12	9	36	13-0	12-8	97
38 Taylor,Janet	19	10	29	58	12-6	16-4	131
39 Wentzell,Homer	10	3	7	20	12-6	10-0	80
40 White,Charlotte	16	5	23	44	12-7	14-0	111
41 White,Winifred	19	10	12	41	12-5	13-6	109
Range				10 to 71	11-0 to 16-5	8-4 to 18-6	65 to 155

TABLE 23

SHOWING THE C. A., M. A., AND I. Q. OF THE PUPILS OF SECTION 1-2 OF WESTERN JUNIOR HIGH SCHOOL, SOMERVILLE, MASSACHUSETTS, WITH SCORE SECURED ON EACH PART OF THE MILLER TEST OF MENTAL ABILITY.

Section 1-3	1st	2nd	3rd	Tot.	C. A.	M. A.	I.Q.
1 Arzillo,Alfred	14	17	9	40	12-3	13-4	109
2 Atkinson,Thomas	19	16	15	50	11-11	15-0	126
3 Blanchette,Raymond	7	8	9	24	11-9	10-8	91
4 Brault,Mildred	14	13	22	49	12-3	14-10	121
5 Caggiano,Reynold	18	14	14	46	12-10	14-4	112
6 Cronin,Margaret	14	20	26	60	12-10	16-8	130
7 Cross,Janice	13	11	14	38	12-6	13-0	104
8 Dravitson,Stanley	23	23	32	78	12-11	19-8	152
9 Driscoll,Jane	17	22	22	61	12-4	16-10	136
10 DuPouy,Robert	13	7	0	20	12-5	10-0	83
11 Ekstrand,Helen	11	17	22	50	12-10	15-0	117
12 Gobron,Walter	15	13	12	40	14-4	13-4	93
13 Hall,Dorothy	21	16	24	61	11-1	16-10	152
14 Healey,Elizabeth	17	7	13	37	12-3	12-10	105
15 Hill,Robert	16	21	19	56	12-8	16-0	126
16 Holyoke,Shirlie	14	16	27	57	12-3	16-2	132
17 Jolatis,Demetrius	29	25	36	90	11-7	21-8	187
18 Johnson,Whitman	14	20	14	48	12-8	14-8	116
19 Keough,Thelma	16	11	28	55	12-8	15-10	125
20 Levinson,Lawrence	23	6	26	55	12-7	15-10	126
21 Lindequist,Elma	17	11	27	55	11-8	15-10	136
22 Linhares, Isabella	16	9	18	43	14-4	13-10	97
23 MacDonald,Chester	19	18	10	47	13-3	14-6	109
24 MacDonald,Mary	17	17	23	57	12-4	16-2	131

TABLE 23

SHOWING THE C. A., M. A., AND I. Q. OF THE PUPILS OF SECTION 1-2 OF WESTERN JUNIOR HIGH SCHOOL, SOMERVILLE, MASSACHUSETTS, WITH SCORE SECURED ON EACH PART OF THE MILLER TEST OF MENTAL ABILITY.

Section 1-3	1st	2nd	3rd	Tot.	C. A.	M. A.	I.Q.
25 MacFadyn,Pauline	16	13	27	56	12-8	16-0	126
26 Malvey,Wilfred	14	3	26	43	12-7	13-10	110
27 Matthews,Lyman	6	12	6	24	13-1	10-8	82
28 McNamara,Sallie	11	15	11	37	12-9	12-10	101
29 Novello,Frederick	19	22	25	66	12-5	17-8	142
30 Parker,Doris	22	17	26	65	11-5	17-6	153
31 Pike,Glenn	16	1	11	28	13-0	11-4	87
32 Plumer,Madelyn	17	14	28	59	12-3	16-6	135
33 Powell,James	14	26	29	69	12-11	18-2	141
34 Price, Eliott	18	24	12	54	12-3	15-8	128
35 Rogers,Jean	11	15	15	41	11-5	13-6	118
36 Seaman,Eloise	18	12	21	51	11-9	15-2	129
37 Sena,Edith	17	23	18	58	12-9	16-4	128
38 Silva,Earle	18	29	33	80	12-11	20-0	155
39 Small,Holmes	17	26	26	69	12-9	18-2	142
40 Tanzilli,Louis	15	9	27	51	13-4	15-2	114
41 Thompson,Ralph	19	24	29	72	12-9	18-8	151
42 Tikijian,Alice	15	14	14	43	12-4	13-10	112
43 Tripp,Margaret	16	17	25	58	12-5	16-4	132
44 Vercollone,Eugene	16	10	24	50	13-6	15-0	111
45 Woolridge,Ina	8	1	21	30	13-0	11-8	90
46 Yee,Edward	6	9	2	17	14-9	9-6	66
Range				17 to 90	11-1 to 14-9	9-6 to 21-8	66 to 187

TABLE 24

SHOWING THE C. A. ,M. A., AND I. Q. OF THE PUPILS OF SECTION 1-2 OF WESTERN JUNIOR HIGH SCHOOL, SOMERVILLE, MASSACHUSETTS, WITH SCORE SECURED ON EACH PART OF THE MILLER TEST OF MENTAL ABILITY.

Section 1-4	1st	2nd	3rd	Tot.	C. A.	M. A.	I.Q.
1 Azar,George	11	21	21	53	12-0	15-6	129
2 Beake,Lawrence	20	18	34	72	11-7	18-8	161
3 Breux,Clarence	8	11	10	29	14-4	11-6	80
4 Carr,Emma	15	19	20	54	12-10	16-6	129
5 Castro,Mary	18	14	25	57	12-8	16-6	128
6 Chisholm,Virginia	19	11	21	51	11-7	15-2	131
7 Cotter,Edmond	15	6	10	31	13-2	11-10	90
8 Currier,Frank	19	15	28	62	13-0	17-0	131
9 Dargie,Donald	13	4	18	35	12-7	12-6	99
10 Durgin,Margaret	14	15	25	54	12-6	16-6	132
11 Elder,Herbert	4	13	4	21	15-3	10-2	67
12 Forsyth,Jeannie	19	26	28	73	11-10	18-10	159
13 Fowler,Cecil	13	9	6	28	14-2	11-4	80
14 Glass,Robert	16	8	25	49	12-6	14-10	119
15 Greenberg,Frank	7	7	11	25	15-8	10-10	69
16 Greenlaw,Willis	13	9	13	35	14-6	12-6	86
17 Hanright,Charles	10	8	5	23	12-4	10-6	85
18 Lewis,Louise	15	1	18	34	12-11	12-4	95
19 Miller,Fern	13	3	23	39	11-6	13-2	115
20 Molloy,Alice	17	9	13	39	11-3	13-2	117
21 Monahan,Richard	18	14	24	56	12-10	16-0	125
22 Pacheco,Belmira	14	17	26	57	13-0	16-2	124
23 Patachiola,Eleanor	28	22	23	73	12-2	17-2	141
24 Perry,Lucille	6	5	10	21	14-7	10-2	70

TABLE 24

SHOWING THE C. A., M. A., AND I. Q. OF THE PUPILS OF SECTION 1-2 OF WESTERN JUNIOR HIGH SCHOOL, SOMERVILLE, MASSACHUSETTS, WITH SCORE SECURED ON EACH PART OF THE MILLER TEST OF MENTAL ABILITY.

Section 1-4	1st	2nd	3rd	Tot.	C. A.	M. A.	I.Q.
25 Powell,Phyllis	17	18	20	55	13-10	15-10	114
26 Powell,J.Thurston	26	32	32	90	13-0	21-8	167
27 Prescott,Gloria	19	12	23	54	13-1	16-6	126
28 Rappoli,Gilda	2	7	8	17	13-1	9-6	73
29 Renault,Alfred	10	9	13	32	13-4	12-0	90
30 Sarkisian,Anna	6	8	5	19	13-2	9-10	75
31 Shiere,Charles	16	15	21	52	12-3	15-4	125
32 Wood,Margery	7	18	4	29	12-11	11-6	89
Range				17 to 90	11-3 to 15-8	9-6 to 21-8	67 to 167

TABLE 25

SHOWING THE C. A., M. A., AND I. Q. OF THE PUPILS OF SECTION 1-2 OF WESTERN JUNIOR HIGH SCHOOL, SOMERVILLE, MASSACHUSETTS, WITH SCORE SECURED ON EACH PART OF THE MILLER TEST OF MENTAL ABILITY.

Section 1-5	1st	2nd	3rd	Tot.	C. A.	M. A.	I.Q.
1 Adams,Lawrence	6	12	8	26	13-7	11-0	81
2 Armstrong,Clifford	9	7	6	22	13-9	10-4	75
3 Balcom,Albert	17	11	5	33	11-10	12-2	103
4 Baldus,Dorothy	16	15	14	45	12-9	14-2	111
5 Bassett,Dorothy	0	24	18	42	13-0	13-8	105
6 Brine,Dexter	17	21	25	63	12-7	17-2	136
7 Conlin,William	9	2	11	22	12-7	10-4	82
8 Crosby,Arthur	10	9	19	38	13-10	13-0	94
9 Dixon,John	12	17	28	57	13-2	16-2	123
10 English,Edward	5	3	8	16	13-5	9-4	70
11 Fenochette,Ernest	7	15	24	46	12-11	14-4	111
12 Fuller,Edna	15	10	21	46	13-1	14-4	110
13 Gazzola,John	9	6	20	35	12-4	12-6	101
14 Holmes,Albert	2	9	5	16	15-4	9-4	61
15 Johnston,William	3	11	16	30	11-10	11-8	99
16 Kissack,Edward	15	5	5	26	14-2	11-0	78
17 LeBlanc,Walter	12	9	25	46	13-4	14-4	108
18 MacMillan,Elizabeth	0	1	7	8	13-0	8-0	62
19 Malone,John	14	16	4	34	11-11	12-4	103
20 McNamara,Russell	10	6	8	24	12-3	10-8	87
21 O'Neill,Robert	9	7	12	28	13-1	11-4	87
22 Pepitone,Phyllis	4	3	22	29	13-3	11-6	87
23 Pike,Wilma	5	12	11	28	14-4	11-4	79
24 Rawding,Dorothy	1	2	4	7	15-8	7-10	50

TABLE 25

SHOWING THE C. A., M. A., AND I. Q. OF THE PUPILS OF SECTION 1-2 OF WESTERN JUNIOR HIGH SCHOOL, SOMERVILLE, MASSACHUSETTS, WITH SCORE SECURED ON EACH PART OF THE MILLER TEST OF MENTAL ABILITY.

Section 1-5	1st	2nd	3rd	Tot.	C. A.	M. A.	I.Q.
25 Rumery,Ina	16	8	22	46	11-11	14-4	120
26 Shannon,Evelyn	2	9	5	16	16-3	9-4	57
27 Simpson,Muriel	10	16	9	35	14-9	12-6	85
28 Smallwood,Muriel	15	5	19	39	12-9	13-2	103
29 Smart,Beverly	18	2	6	26	12-1	11-0	91
30 Sparkes,Blanche	10	26	23	59	15-6	16-6	106
31 Spencer,Ernest	5	5	5	15	16-1	9-2	57
32 Staples,Ralph	10	20	3	33	12-2	12-2	100
33 Sullivan,Frances	17	7	21	45	11-9	14-2	121
34 Sullivan,Veronica	2	2	6	10	11-9	8-4	71
35 Thompson,Paul	15	15	12	42	13-0	13-8	105
36 Trapp,Sidney	13	14	9	36	12-3	12-8	103
37 Ugolini,Margaret	14	14	21	49	13-3	14-10	112
38 Waters,Joseph	5	4	11	20	12-4	10-0	81
39 Williamson,Neil	15	11	20	46	12-10	14-4	112
40 Wilson,Willard	18	20	25	63	12-9	17-2	135
41 Wiltshire,Evelyn	11	5	9	25	15-1	10-10	72
Range				7 to 63	11-9 to 16-3	7-10 to 17-2	50 to 136

TABLE 26

SHOWING THE C. A., M. A., AND I. Q. OF THE PUPILS OF SECTION 1-2 OF WESTERN JUNIOR HIGH SCHOOL, SOMERVILLE, MASSACHUSETTS, WITH SCORE SECURED ON EACH PART OF THE MILLER TEST OF MENTAL ABILITY.

Section 1-6	1st	2nd	3rd	Tot.	C. A.	M. A.	I.Q.
1 Bean,Edward	11	12	16	39	12-4	13-2	107
2 Beers,Delta	10	5	16	31	12-3	11-10	97
3 Boynton,Emma	7	8	18	33	14-3	12-2	85
4 Brennan,Mary	5	10	6	21	12-10	10-2	79
5 Buckler,Jean	20	19	21	70	12-11	18-4	142
6 Carlson,Mildred	12	8	19	39	12-6	13-2	105
7 Chakerian,Alice	15	12	20	47	12-5	14-6	117
8 Chateauneuf,Gertrude	19	22	22	63	12-11	17-2	133
9 Comber,Thomas	17	24	14	55	13-1	15-10	121
10 Dakin,Raymond	20	7	21	48	12-7	14-8	115
11 Downie,Phyllis	15	13	31	59	12-4	16-6	134
12 Ebinger,Adolph	10	6	18	34	12-10	12-4	96
13 Ellis,Mary	16	6	25	47	12-7	14-6	114
14 Everett,Thelma	15	11	16	42	11-11	13-8	115
15 Flagg,Myra	15	22	25	62	12-11	17-0	132
16 Flood,Richard	1	12	12	25	13-3	10-10	82
17 Fortini,Anna	15	20	28	63	12-3	17-2	139
18 Fransen,Dorothy	8	7	6	21	12-10	10-2	79
19 Furlong,Dorothy	12	8	16	36	11-11	12-8	106
20 Grant,Donald	13	8	20	41	13-3	13-6	102
21 Graves,Herbert	1	5	2	8	14-7	8-0	55
22 Heighton,Dorothy	8	7	22	37	13-0	12-10	99
23 Hickey,Mary	15	15	21	51	12-3	15-2	124
24 Horsman,Stanley	8	6	21	35	13-4	12-6	94

TABLE 26

SHOWING THE C. A., M. A., AND I. Q. OF THE PUPILS OF SECTION 1-2 OF WESTERN JUNIOR HIGH SCHOOL, SOMERVILLE, MASSACHUSETTS, WITH SCORE SECURED ON EACH PART OF THE MILLER TEST OF MENTAL ABILITY.

Section 1-6	1st	2nd	3rd	Tot.	C. A.	M. A.	I.Q.
25 Jacobs,Esther	13	11	7	31	13-2	11-10	90
26 Keenan,Henry	10	8	1	19	15-2	9-10	65
27 Lydstone,Barbara	24	23	22	69	13-0	18-2	140
28 Marvin,Gertrude	7	4	20	31	12-5	11-10	95
29 McCracken,Bernice	20	18	26	64	12-6	17-4	139
30 McWatters,Alexander	15	7	9	31	16-1	11-10	74
31 Miller,Alice	9	2	21	32	12-3	12-0	98
32 Nason,Mary	15	16	22	53	12-5	15-6	125
33 Nickerson,Bernard	1	6	10	17	14-10	9-6	63
34 Northrop,Robert	13	8	20	41	12-9	13-6	106
35 Osborne,Margaret	10	7	13	30	13-3	11-8	88
36 Oxley,Arthur	4	4	14	22	15-1	10-4	69
37 Quinlan,Arthur	17	8	18	43	12-9	13-10	108
38 Randall,Everard	13	13	10	36	12-5	12-8	102
39 Ray,Virginia	5	12	15	32	13-0	12-0	92
40 Rice,Clay	11	13	21	45	12-7	14-2	113
41 Scalingi,Ciro	17	13	18	48	11-9	14-8	125
42 Shaughnessy,Evelyn	20	11	18	49	12-3	14-10	121
43 Somers,Bertha	16	2	23	41	12-10	13-6	105
44 Sousa,Edward	16	11	17	44	12-7	14-0	111
45 Treen,Ernest	10	16	27	53	12-6	15-6	124
46 Ward,Ruth	29	9	30	68	12-6	18-0	144
47 Watson,John	20	17	22	59	12-0	16-6	138
48 Wyllie,Isabella	12	4	18	34	12-4	12-4	100
Range				8 to 70	11-9 to 16-1	8-0 to 18-4	55 to 144

TABLE 27

SHOWING THE C. A., M. A., AND I. Q. OF THE PUPILS OF SECTION 1-2 OF WESTERN JUNIOR HIGH SCHOOL, SOMERVILLE, MASSACHUSETTS, WITH SCORE SECURED ON EACH PART OF THE MILLER TEST OF MENTAL ABILITY.

Section 1-7	1st	2nd	3rd	Tot.	C. A.	M. A.	I.Q.
1 Allen,Virginia	11	8	15	34	13-6	12-4	91
2 Blondiet,Mary	5	7	10	22	12-4	10-3	84
3 Buintsky,Mildred	15	19	22	56	11-0	16-0	145
4 Carr,Edna	2	7	10	19	13-5	9-10	73
5 Cataldo,Harry	0	10	5	15	13-0	9-2	71
6 Chase,Lawrence	14	19	20	53	12-6	15-6	124
7 Chase,Thelma	18	9	20	47	12-10	14-6	113
8 Cummings,Donald	16	7	3	26	12-9	11-0	86
9 Davis,Evelyn	1	13	5	19	15-3	9-10	64
10 Dion,Ruth	13	11	5	29	12-8	11-6	91
11 Dionne,John	17	12	18	42	12-4	14-6	118
12 Dionne,Gerard	18	27	13	58	12-4	16-4	132
13 Doe,Wilber	13	18	14	45	12-3	14-2	116
14 Dunlap,John	21	23	34	78	12-7	19-8	156
15 Erikson,Doris	18	17	29	64	12-7	17-4	138
16 Estabrook,Virginia	14	9	9	32	12-4	12-0	97
17 Glendon,Louise	6	10	12	28	13-5	11-4	90
18 Gosdigian,Mary	18	7	0	25	12-10	10-10	84
19 Greenburg,Ida	19	15	10	44	13-3	14-0	106
20 Hoos,Diamond	1	8	5	14	12-1	9-0	74
21 Kelly,Frances	13	3	4	20	14-9	10-0	68
22 Lane,Louise	15	11	21	47	12-4	14-6	117
23 Lewis,Dorothy	19	10	15	44	12-7	14-0	111
24 Lindstrom,Barbara	12	3	6	21	12-10	10-2	79

TABLE 27

SHOWING THE C. A., M. A., AND I. Q. OF THE PUPILS OF SECTION 1-2 OF WESTERN JUNIOR HIGH SCHOOL, SOMERVILLE, MASSACHUSETTS, WITH SCORE SECURED ON EACH PART OF THE MILLER TEST OF MENTAL ABILITY.

Section 1-7	1st	2nd	3rd	Tot.	C. A.	M. A.	I.Q.
25 Lopez, Joseph	3	6	10	19	14-10	9-10	66
26 Manieni, Angelina	10	17	19	46	14-2	14-4	101
27 Magoon, Margaret	11	6	10	27	12-2	11-2	92
28 Mazmanian, Mary	9	6	10	25	12-0	10-10	90
29 McGrath, Elizabeth	13	9	7	29	12-0	11-6	96
30 Mills, Frances	11	4	8	23	12-7	10-6	83
31 Mosher, Vernah	9	11	17	37	11-6	12-10	112
32 Ott, Virginia	13	7	4	24	13-1	10-8	82
33 Policella, Vincent	4	5	12	21	13-5	10-2	76
34 Pollock, Vesta	12	12	26	50	13-3	15-0	113
35 Powers, Albert	17	12	5	34	13-3	12-4	93
36 Quigley, Katherine	14	16	13	43	11-7	13-10	119
37 Rodenhizer, Gertrude	4	9	14	27	15-5	11-2	72
38 Sacco, Conchetta	13	11	11	35	13-6	12-6	93
39 Sappini, James	13	10	9	32	12-5	12-0	97
40 Taylor, Thelma	9	14	11	34	13-1	14-4	110
41 Walsh, Joseph	8	2	2	12	13-11	8-8	62
42 Warner, Lillian	17	10	11	38	12-10	13-0	101
43 Welsh, Lillian	16	24	24	64	13-8	17-4	127
44 White, William	4	4	0	8	14-9	8-0	54
45 Whiteacre, Evelyn	1	1	9	11	12-9	8-6	68
46 Wolf, Francis	0	4	9	13	15-3	8-10	58
				8 to 78	11-0 to 15-5	8-0 to 19-8	62 to 156

TABLE 28

SHOWING THE C. A., M. A., AND I. Q. OF THE PUPILS OF SECTION 1-2 OF WESTERN JUNIOR HIGH SCHOOL, SOMERVILLE, MASSACHUSETTS, WITH SCORE SECURED ON EACH PART OF THE MILLER TEST OF MENTAL ABILITY.

Section 1-8	1st	2nd	3rd	Tot.	C. A.	M. A.	I.Q.
1 Boudreau,Clement	8	15	7	30	13-3	11-8	88
2 Brann,Janet	14	7	20	41	15-5	13-6	88
3 Bruce,Loretta	13	16	22	51	14-7	15-2	104
4 Callahan,Francis	26	19	27	72	13-6	19-0	141
5 Canto,Philip	11	16	18	45	12-11	14-2	109
6 Canty,Dorothy	25	15	19	59	12-6	16-6	132
7 Coppola,Enis	10	9	23	42	12-5	13-8	110
8 Cragg,Virginia	13	12	16	41	13-11	13-6	97
9 DiNatale,Lena	11	10	18	39	13-2	13-2	100
10 Edwards,Eleanor	21	10	24	55	11-10	15-10	134
11 Frenchwiewez,Josephine	6	7	12	25	13-7	10-10	80
12 Gibson,Margaret	25	16	28	69	12-4	18-2	147
13 Goddard,Annie	7	6	24	37	12-1	12-10	106
14 Griffin,William	12	13	10	35	13-4	12-6	94
15 Haynes,Frederick	20	5	20	45	14-5	14-2	98
16 Hobbs,Chester	10	11	24	45	14-4	14-2	99
17 Hughes,Marion	12	11	22	45	12-4	14-2	115
18 Hunt,Margaret	12	15	17	44	12-4	14-0	114
19 Johnson,Hazel	18	15	23	56	12-1	16-0	132
20 LaDuke,Victor	19	20	22	61	13-6	16-10	125
21 Lundberg,Lennart	5	10	16	31	12-3	11-10	97
22 MacKay,Marie	15	11	26	52	12-4	15-4	124
23 Mahigian,Agnes	4	3	15	22	13-11	10-4	74
24 Olson,Arthur	4	5	9	18	13-1	9-8	77

TABLE 28

SHOWING THE C. A., M. A., AND I. Q. OF THE PUPILS OF SECTION 1-2 OF WESTERN JUNIOR HIGH SCHOOL, SOMERVILLE, MASSACHUSETTS, WITH SCORE SECURED ON EACH PART OF THE MILLER TEST OF MENTAL ABILITY.

Section 1-8	1st	2nd	3rd	Tot.	C. A.	M. A.	I.Q.
25 Osborne,Albert	17	20	29	66	12-6	17-8	141
26 Pashco,Anna	12	9	18	39	10-11	13-2	121
27 Pickett,Walter	6	8	18	32	13-10	12-0	87
28 Pittman,Robert	11	8	20	39	12-11	13-2	102
29 Robitaille,Arthur	7	8	21	36	12-4	12-8	103
30 Short,Eleanor	8	1	13	22	14-9	10-4	70
31 Stacey,Robert	12	18	18	48	12-5	14-8	118
32 Tarker,Ruth	12	6	13	31	12-7	11-10	94
33 Theriault,Arthur	10	12	10	32	11-0	12-0	109
34 Walsh,Irvine	7	5	22	34	12-9	12-4	97
35 Warner,William	9	15	11	35	12-9	12-6	98
36 Willson,Frederick	19	21	28	68	12-9	18-0	141
37 Zec,Helen	6	9	4	19	14-3	9-10	69
Range				18 to 72	11-0 to 14-9	9-8 to 19-0	69 to 147

TABLE 29

SHOWING THE C. A., M. A., AND I. Q. OF THE PUPILS OF SECTION 1-2 OF WESTERN JUNIOR HIGH SCHOOL, SOMERVILLE, MASSACHUSETTS, WITH SCORE SECURED ON EACH PART OF THE MILLER TEST OF MENTAL ABILITY.

Section 1-9	1st	2nd	3rd	Tot.	C. A.	M. A.	I.Q.
1 Anderson,Gordon	13	19	3	35	11-9	12-6	106
2 Atlansky,Esther	8	9	13	30	12-6	11-8	93
3 Batten,Bernice	10	13	12	35	12-7	12-6	99
4 Beals,Vernon	0	3	9	12	14-3	8-8	61
5 Borges,Warren	1	6	8	14	12-11	9-0	70
6 Boyce,Joseph	14	14	3	31	12-4	11-10	96
7 Bradley,Evelyn	9	13	19	41	14-4	11-9	82
8 Brann,Esther	14	14	11	39	12-8	13-2	104
9 Cosman,Harry	8	10	9	27	12-6	11-2	89
10 Cotter,Robert	3	5	7	15	13-0	9-2	71
11 DiNapoli,Henry	7	10	11	28	14-9	11-4	77
12 Duffy,John	13	12	5	30	14-7	11-8	80
13 Eldridge,Rose	13	6	16	35	12-8	12-6	99
14 Foster,Robert	4	8	8	20	14-9	10-0	68
15 Genessie,John	14	16	12	42	12-8	13-8	108
16 Graves,Ruth	9	16	15	40	12-3	13-4	109
17 Jacques,Robert	8	3	7	18	12-3	9-8	79
18 Johnson,Robert	19	10	14	43	14-6	13-10	95
19 Kaspar,Lucy	17	6	7	30	12-4	11-8	95
20 Kelley,Beatrice	14	9	4	27	12-2	11-2	92
21 Magakian,Edward	7	0	1	8	14-7	8-0	55
22 Maniscalco,John	2	9	8	19	13-10	9-10	71
23 McManus,Albert	13	7	18	38	14-6	13-0	90
24 Milliken,Russell	9	10	11	30	12-8	11-8	92

TABLE 29

SHOWING THE C. A, M. A., AND I.Q. OF THE PUPILS OF SECTION 1-2 OF WESTERN JUNIOR HIGH SCHOOL, SOMERVILLE, MASSACHUSETTS, WITH SCORE SECURED ON EACH PART OF THE MILLER TEST OF MENTAL ABILITY.

Section 1-9	1st	2nd	3rd	Tot.	C. A.	M. A.	I.Q.
25 Mitchell, Edna	10	8	12	30	13-0	11-8	90
26 Morrison, Beatrice	14	6	2	22	11-6	10-4	90
27 Murphy, Jeanette	11	1	6	18	13-3	9-8	73
28 Perechoduk, Walter	5	7	15	27	12-11	11-2	86
29 Randall, Geneva	14	7	28	49	12-11	14-10	115
30 Randall, Roger	6	7	0	13	14-3	8-10	62
31 Richards, Wellington	3	11	1	15	14-5	9-2	64
32 Sickles, William	1	0	3	4	14-9	7-4	50
33 Slater, Ernest	13	2	9	24	14-0	10-8	76
34 Souza, William	12	13	19	44	14-6	14-0	97
35 Talmo, Thomas	12	18	13	43	12-10	13-10	108
36 Tarr, Virginia	10	12	9	31	12-6	11-10	95
37 Thompson, Gilbert	11	4	2	17	14-1	9-6	69
38 Townsend, Gordon	14	4	7	25	12-10	10-10	84
39 Wallace, Lester	16	13	2	31	13-9	11-10	86
40 Westwood, Phoebe	14	12	11	37	10-10	12-10	118
Range				4 to 49	10-10 to 14-9	7-4 to 14-10	50 to 118

TABLE 30

SHOWING THE C. A., M. A., AND I. Q. OF THE PUPILS OF SECTION 1-2 OF WESTERN JUNIOR HIGH SCHOOL, SOMERVILLE, MASSACHUSETTS, WITH SCORE SECURED ON EACH PART OF THE MILLER TEST OF MENTAL ABILITY.

Section 1-10	1st	2nd	3rd	Tot.	C. A.	M. A.	I.Q.
1 Ambrogna,Elmer	12	14	1	27	13-3	11-2	84
2 Barakat,Mary	10	7	14	31	13-4	11-10	89
3 Bine,Madeline	15	1	25	41	12-6	13-6	108
4 Burke,Dorothy	18	8	29	55	12-8	15-10	125
5 Calandrella,Nicholas	19	12	29	60	11-7	16-8	144
6 Champion,Bertha	10	4	20	34	13-10	12-4	89
7 Clifford,Eleanor	10	6	25	41	12-6	13-6	108
8 Collieson,Eleanor	14	9	24	47	15-0	14-6	97
9 Curran,Donald	12	13	23	48	12-4	14-8	119
10 DiCiaccio,Mary	14	9	27	50	12-8	15-0	116
11 Dumas,James	9	7	22	38	13-3	13-0	98
12 Eften,Helen	11	5	13	29	12-11	11-6	89
13 Elmes,George	11	13	17	41	14-0	13-6	96
14 Hofmann,Amy	9	2	19	30	13-11	11-8	84
15 Johnson,Elma	20	8	23	51	12-5	15-2	122
16 Lunderville,Evelyn	12	8	21	41	13-3	13-6	102
17 McWatters,Rachel	7	0	9	16	13-11	9-4	67
18 Melillo,Carmine	11	10	13	34	13-7	12-4	91
19 Murphy,Cornelius	6	8	14	28	13-6	11-4	84
20 Murphy,John	19	14	16	49	14-11	14-10	99
21 Nelson,Ruth	12	6	6	24	12-10	10-8	83
22 Pederson,Inger	15	8	13	36	13-9	12-8	92
23 Pedrano,Eugene	17	1	23	41	13-3	13-6	102
24 Perechoduk,Mary	7	8	24	39	11-9	13-2	112

TABLE 30

SHOWING THE C. A., M. A., AND I. Q. OF THE PUPILS OF SECTION 1-2 OF WESTERN JUNIOR HIGH SCHOOL, SOMERVILLE, MASSACHUSETTS, WITH SCORE SECURED ON EACH PART OF THE MILLER TEST OF MENTAL ABILITY.

Section 1-10	1st	2nd	3rd	Tot.	C. A.	M. A.	I.Q.
25 Perrier,Isabella	9	4	9	22	12-5	12-4	99
26 Phillips,Ruth	9	4	9	22	13-5	10-4	77
27 Phinney,Evelyn	6	3	19	28	12-11	11-4	88
28 Rivers,Frances	13	7	14	34	12-7	12-4	98
29 Robbins,Phyllis	8	2	17	27	12-2	11-2	92
30 Skaling,Franklin	8	6	23	37	14-10	12-10	87
31 Smith,Lucille	8	9	24	41	12-9	13-6	106
32 Souza,Theresa	3	1	14	18	15-0	9-8	66
33 Splaine,Amory	6	9	8	23	13-7	10-6	77
34 Stone,Wesley	13	15	13	41	13-8	13-6	99
35 Thatcher,Henry	14	12	15	41	14-11	13-6	90
36 Trask,Thelma	1	1	6	8	16-11	8-0	47
37 Tucker,Thelma	10	18	14	42	13-0	13-8	105
38 White,Paul	5	7	14	26	12-3	11-0	90
39 White,Prescott	3	15	16	34	13-11	12-4	89
Range				8 to 60	11-7 to 16-11	8-0 to 16-8	47 to 144

TABLE 54A

ORGANIZATION OF THE OLD SECTIONS ACCORDING TO THE RESULTS OBTAINED IN THE MILLER TEST.

Section	C. A.	Range	M. A.	Range	I. Q.	Range
1-1	11-13	2	10-22	12	80-174	94
1-2	11-16	5	3-18	15	65-155	90
1-3	11-14	3	9-21	12	66-187	121
1-4	11-15	4	9-21	12	67-167	100
1-5	11-16	5	7-17	10	50-136	86
1-6	11-16	5	8-18	10	55-144	89
1-7	11-15	4	8-19	11	62-156	94
1-8	11-14	3	9-19	10	69-147	78
1-9	10-14	4	7-14	7	50-118	68
1-10	11-16	5	8-16	8	47-144	97

B

ORGANIZATION OF THE NEW SECTION FROM THE RESULTS OBTAINED IN THE OTIS, MILLER, AND HAGGERTY TESTS.

Section	C. A.	Range	M. A.	Range	I. Q.	Range
1-1	12-0	0	14-17	3	121-131	10
1-2	12-13	1	15-17	2	121-139	18
1-3	11-13	2	13-15	2	110-119	9
1-4	10-12	2	12-15	3	114-134	20
1-5	11-13	2	13-22	9	132-187	55
1-6	12-15	3	12-16	4	95-118	23
1-7	12-14	2	11-15	4	89-109	20
1-8	11-13	2	11-15	4	93-107	14
1-9	12-16	4	10-15	5	86-98	12
1-10	12-16	4	9-13	4	68-85	21

C

DECREASES SHOWN THROUGH NEW REORGANIZATION IN C. A., M. A., AND I. Q.

Section	C. A.	M. A.	I. Q.
1-1	2	9	84
1-2	4	13	72
1-3	1	10	112
1-4	2	9	80
1-5	3	1	31
1-6	2	6	66
1-7	2	7	74
1-8	1	6	64
1-9	0	2	56
1-10	1	4	76

Explanation of Tables

Table A shows the results obtained from the group of the Miller Test. We find for instance in Section 1-1, the chronological age ranged from eleven to thirteen, or a range of two years. In mental age the ages of the pupils varied from that of ten years to twenty-two years, or a range of twelve years. The I. Q's ranged from eighty to one hundred and seventy-four, or a range of ninety-four degrees.

The New Section is read in like manner while Table C shows the improvements made.

In the C. A. for section 1-1 through the new grouping we note a cut of two years in the range. Following the column along from left to right we also notice a cut of nine years in the mental ages with a resulting decrease or cut of eighty-four degrees in the intelligence quotient.

EXPLANATION OF THE HAGGERTY INTELLIGENCE EXAMINATION OF MENTAL ABILITY.

This test was given January 31. It is divided into six parts. Each of the first six columns listed signifies the result that was obtained in that particular section of the test. For example, the first pupil, Robert Baker, according to column one made a score of twenty-five in the first of the six tests contained in the Haggerty examination. In the second part of the test he received nine, nineteen in the third, etcetera, with a final total on the entire test of one hundred and three. In the next column is the C. A. or the Chronological Age, followed by the M. A. or Mental Age from which we secure the Intelligence Quotient as described in the Haggerty Manual. In the last column is the Grade Ability of the individual as determined by the table contained in the manual.

The following table brings out very clearly the extent of individual differences of the various pupils in the seventh year of the Western Junior High School in Somerville who took this test.

This table is a summarization of the ten divisions containing the C. A., M. A., I. Q., and Grade Ability of each section.

TABLE 31

SHOWING SCORE ON THE SIX DIVISIONS OF HAGGERTY INTELLIGENCE EXAMINATION DELTA 11, WITH TOTAL, C. A., M. A., I.Q., AND GRADE ABILITY OF SEVENTH YEAR PUPILS OF WESTERN JUNIOR HIGH SCHOOL, SOMERVILLE, MASSACHUSETTS.

Section 1-1	1st	2nd	3rd	4th	5th	6th	Tot.	C.A.	M. A.	I.Q.	Grade Abil.
1 Baker,Robert	25	9	19	11	9	30	103	12-3	13-10	113	6*
2 Bennekem,Carl	24	10	12	15	12	26	99	12-10	13-5	105	6-
3 Blake,Winslow	32	11	18	10	13	29	113	11-10	14-9	125	7*
4 Bowen,Fred	24	11	18	18	13	21	105	13-3	14-0	106	6*
5 Braman,Miriam	28	7	11	18	10	22	96	12-0	13-2	109	6-
6 Brown,Priscilla	38	8	8	28	15	30	127	11-10	16-2	137	9-
7 Busher,John	25	8	12	11	12	28	96	12-8	13-2	104	6-
8 Carpenter,Herbert	36	10	16	20	14	30	126	12-7	16-2	128	9-
9 Coleman,Barbara	34	12	19	31	12	20	138	12-3	17-10	146	9*
10 Cook,Marjorie	31	7	18	17	11	20	101	13-0	13-8	105	6
11 Corbin,Marian	32	8	10	21	13	24	108	12-2	14-3	117	7-
12 Crispin,Wilson	29	11	19	13	12	26	110	12-0	14-6	121	7-
13 Drage,Gilda	32	10	4	12	8	27	93	12-8	12-11	102	6-
14 Edwards,Phyllis	27	13	17	18	13	24	112	12-2	14-8	113	7-
15 Emery,Betty	22	7	14	19	14	21	97	11-10	13-3	112	6-
16 Evitts,Barbara	34	11	17	19	14	25	120	12-5	15-5	124	8
17 Farr,Marian	32	10	14	26	13	24	119	12-7	15-4	122	8*
18 Gorman,Claire	22	7	13	11	10	21	84	12-5	12-2	98	5
19 Grant,Melvin	34	9	17	16	13	27	116	13-1	15-0	115	8-
20 Griffin,Justine	31	9	12	16	11	28	107	13-2	14-2	108	7-
21 Harris,Robert	16	10	15	18	12	26	97	11-3	13-3	118	6-
22 Kenney,Murray	32	10	17	11	9	30	109	12-1	14-4	112	7-
23 Kernahan,Mildred	34	10	17	23	13	10	107	12-8	14-2	112	7-
24 Kincaid,Marjorie	30	11	17	15	7	22	102	12-4	13-9	112	6*

* equals plus

TABLE 31

SHOWING SCORE ON THE SIX DIVISIONS OF HAGGERTY INTELLIGENCE EXAMINATION DELTA 11, WITH TOTAL, C. A., M. A., I. Q., AND GRADE ABILITY OF SEVENTH YEAR PUPILS OF WESTERN JUNIOR HIGH SCHOOL, SOMERVILLE, MASSACHUSETTS.

Section 1-1	1st	2nd	3rd	4th	5th	6th	Tot.	C.A.	M. A.	I.Q.	Grade Abil.
25 Knowles,Raymond	26	12	18	6	6	25	93	12-10	12-11	105	6-
26 Lewis,Samuel	23	11	15	18	7	16	90	13-9	12-8	92	5*
27 Linscott,Earle	24	9	18	22	13	22	108	11-7	14-3	123	7-
28 MacDonald,William	25	9	16	16	13	29	108	12-0	14-3	112	7-
29 Mansfield,Robert	34	11	17	16	9	22	109	12-5	14-4	116	7-
30 Morris,Robert	28	7	11	15	14	18	93	12-6	12-11	103	6-
31 Pettinati,Edvige	17	8	14	23	7	23	92	12-10	12-10	100	6-
32 Roch,Gilbert	32	11	9	22	12	28	114	13-3	14-10	112	7*
33 Sharpe,Medley	19	7	14	15	10	16	81	12-11	11-11	92	5-
34 Shea,Francis	29	11	15	24	14	19	112	12-2	14-8	121	7
35 Smith,Marjory	0	12	16	20	12	24	84	12-7	12-2	97	5*
36 Smith,Nathaniel	24	10	16	14	11	26	101	12-5	13-8	110	6
37 Spinney,Carolyn	28	10	16	24	14	29	121	11-10	15-7	132	8*
38 Sudjian,Ralph	32	8	16	18	11	26	111	12-11	14-7	113	7-
39 Thomas,Richard	21	10	13	12	8	20	84	12-9	12-2	95	5*
40 Wanamaker,Helen	32	9	14	14	12	22	103	12-7	13-10	110	6*
41 Wells,Evelyn	18	9	11	14	9	12	73	13-1	11-3	86	5-
42 White,Joseph	30	9	18	18	13	8	96	12-6	13-2	105	6-
43 Worcester,Elliott	32	10	13	22	14	34	125	12-8	16-0	126	9-
Range							81 to 138	11-3 to 13-9	11-11 to 17-10	86 to 137	

* equals plus

TABLE 32

SHOWING SCORE ON THE SIX DIVISIONS OF HAGGERTY INTELLIGENCE EXAMINATION DELTA 2, WITH TOTAL, C. A., M. A., I. Q., AND GRADE ABILITY OF SEVENTH YEAR PUPILS OF WESTERN JUNIOR HIGH SCHOOL, SOMERVILLE, MASSACHUSETTS.

Section 1-2	1st	2nd	3rd	4th	5th	6th	Tot.	C.A.	M.A.	I.Q.	Grade Abil.
1 Allan,William	30	10	17	20	13	30	120	13-4	15-5	116	8
2 Anderson,Esther	32	10	9	20	15	26	112	11-11	14-8	123	7
3 Bezanson,Marshall	34	12	18	20	13	36	133	12-6	17-0	136	9-
4 Bowen,Lester	24	7	19	16	10	23	99	14-5	13-5	93	6-
5 Calamra,Francis	24	8	13	18	10	19	92	12-10	12-10	100	6-
6 Callanan,Charles	30	12	19	21	15	31	128	12-0	16-5	137	9-
7 Callow,Allan	30	9	15	10	12	31	107	12-10	14-2	110	7
8 Cherry,Albert	26	12	20	17	11	29	115	14-4	14-11	104	7*
9 Chicarello,Eleanor	22	10	9	6	12	17	76	12-3	11-6	94	5-
10 Copithorne,Lois	22	10	11	12	15	23	93	16-5	12-11	79	6-
11 Coughlin,John	18	9	8	24	12	25	96	12-9	13-2	103	6-
12 DelBono,Eva	20	9	8	24	10	21	89	12-1	12-7	104	5*
13 Downs,Donald	24	10	20	16	11	21	110	13-6	14-6	108	7-
14 Dunning,George	24	8	15	26	13	26	112	12-11	14-8	114	7
15 Erikson,George	36	10	17	17	14	25	109	11-0	14-4	130	7-
16 Fletcher,John	30	7	15	4	10	15	81	13-4	11-11	89	5-
17 Harwood,Doris	24	6	17	15	13	22	97	12-1	13-3	110	6-
18 Heintz,Preston	36	12	15	21	15	28	127	12-1	16-3	134	9-
19 Hobbs,Beatrice	34	10	13	19	11	17	104	12-6	13-11	111	6*
20 Kenney,Robert	34	11	17	14	14	32	122	12-10	15-8	122	8*
21 Keyes,Ruth	30	10	9	14	12	25	100	12-3	13-7	111	6*
22 MacRae,Edith	21	8	10	17	12	19	87	12-7	12-5	99	5*
23 MacRae,Ernest	19	6	6	15	7	5	58	14-0	10-0	72	4-
24 Mamakes,James	20	11	16	17	13	27	104	12-0	13-11	116	6*

TABLE 32

SHOWING SCORE ON THE SIX DIVISIONS OF HAGGERTY INTELLIGENCE EXAMINATION DELTA 2, WITH TOTAL, C. A., M. A., I. Q., AND GRADE ABILITY OF SEVENTH YEAR PUPILS OF WESTERN JUNIOR HIGH SCHOOL, SOMERVILLE, MASSACHUSETTS.

Section 1-2	1st	2nd	3rd	4th	5th	6th	Tot.	C.A.	M.A.	I.Q.	Grade Abil.
25 Matheson,Berton	29	10	15	8	13	21	96	12-5	13-2	106	6-
26 Maytus,Agnes	20	9	6	26	11	25	97	11-9	13-3	113	6-
27 McLean,Donald	32	11	18	12	9	26	108	12-9	14-3	112	7-
28 Newbold,Richard	26	11	14	16	14	12	93	12-0	12-11	108	6-
29 O'Meara, Philip	30	9	8	23	13	19	102	12-11	13-9	114	6*
30 Oxley,John	30	7	15	0	14	17	83	14-0	12-11	87	5
31 Ray,Herbert	34	12	12	26	11	27	122	13-0	15-8	121	8*
32 Re,Dorothy	23	8	8	14	17	15	85	12-4	12-3	99	5*
33 Scott, Ruth	32	9	10	30	12	26	119	12-0	15-4	127	8-
34 Senior,Harold	34	9	17	24	15	31	130	12-10	16-8	130	9
35 Sterling,Natalie	29	9	12	14	14	23	101	11-6	13-8	119	6
36 Stickney,Louise	40	12	18	40	16	40	166	12-6	19-11*	158*	9*
37 Sweetland,Bertram	0	11	18	16	11	29	85	13-0	12-3	94	5
38 Taylor,Janet	22	11	12	14	13	27	99	12-6	13-5	107	6-
39 Wentzell,Homer	28	11	19	22	15	33	128	12-5	16-5	132	9-
40 White,Charlotte	28	7	16	19	9	20	99	12-7	13-5	107	6-
41 White,Winifred	34	10	7	17	8	27	103	12-6	13-10	111	6*
				Range			83 to 133	11-0 to 16-5	10-0 to 19-11	79 to 158	4- to 9*

* equals plus

TABLE 33

SHOWING SCORE ON THE SIX DIVISIONS OF HAGGERTY INTELLIGENCE EXAMINATION DELTA 2, WITH TOTAL, C. A., M. A., I. Q., AND GRADE ABILITY OF SEVENTH YEAR PUPILS OF WESTERN JUNIOR HIGH SCHOOL, SOMERVILLE, MASSACHUSETTS.

Section 1-3	1st	2nd	3rd	4th	5th	6th	Tot.	C.A.	M.A.	I.Q.	Grade Abil.
1 Arzillo,Alfred	28	7	15	21	5	26	102	12-6	13-9	101	6
2 Atkinson,Thomas	30	10	18	20	12	20	110	12-0	14-5	120	8
3 Blanchette,Raymond	20	12	10	21	13	25	101	11-9	13-8	116	6
4 Brault,Mildred	24	10	20	16	8	18	96	12-5	13-2	106	6-
5 Caggiano,Reynold	28	9	18	20	13	25	113	12-11	14-9	114	7*
6 Cronin,Margaret	32	8	19	12	14	30	115	12-11	14-11	116	7*
7 Cross,Janice	14	9	12	13	14	23	85	12-7	12-3	97	5*
8 Drevitson,Stanley	32	12	20	22	14	34	134	13-1	17-2	131	9*
9 Driscoll,Jane	38	9	12	22	14	21	116	12-4	15-0	122	8-
10 DuPouy,Robert	31	10	20	14	11	23	109	12-2	14-4	118	7-
11 Ekstrand,Helen	28	9	11	11	10	24	93	12-11	12-11	100	6-
12 Gobron,Walter	18	9	16	18	8	16	85	14-4	12-3	85	5*
13 Hall,Dorothy	30	11	13	15	11	25	105	11-2	14-0	125	6*
14 Kelley,Elizabeth	21	7	11	20	13	24	96	12-3	13-2	108	6-
15 Hill,Robert	30	10	19	28	14	31	132	12-9	16-11	133	9*
16 Holyoke,Shirlie	26	9	13	15	13	24	100	12-4	13-7	110	6-
17 Jolatis,Demetrius	36	13	11	27	15	36	138	11-7	17-10	154	9*
18 Johnson,Whitman	32	7	17	22	12	32	122	12-8	15-8	124	8*
19 Keough,Thelma	14	9	15	6	9	21	74	12-10	11-4	88	5-
20 Levinson,Lawrence	40	10	20	23	15	33	141	12-9	18-4	144	9*
21 Lindequist,Elna	34	9	19	22	15	31	130	11-10	16-8	141	9
22 Linhares,Isabella	22	8	13	15	7	23	88	14-4	12-6	87	5*
23 MacDonald,Chester	22	10	17	20	13	23	105	13-4	14-0	105	6*
24 Macdonald,Mary	34	13	10	27	12	30	126	12-4	16-2	131	9-

TABLE 33

SHOWING SCORE ON THE SIX DIVISIONS OF HAGGERTY INTELLIGENCE EXAMINATION DELTA 2, WITH TOTAL, C. A., M. A., I. Q., AND GRADE ABILITY OF SEVENTH YEAR PUPILS OF WESTERN JUNIOR HIGH SCHOOL, SOMERVILLE, MASSACHUSETTS.

Section 1-3	1st	2nd	3rd	4th	5th	6th	Tot.	C. A.	M. A.	I.Q.	Grade Abil.
25 MacFadyn,Pauline	32	11	19	20	14	26	122	12-10	15-8	122	8*
26 Malvey,Wilfred	36	11	18	12	14	32	123	12-9	15-9	124	8*
27 Matthews,Lyman	13	6	20	0	0	16	55	13-3	9-9	74	4-
28 McNamara,Sallie	30	8	16	22	15	22	113	12-11	14-9	114	7*
29 Nevelle,Frederick	22	11	18	18	12	30	111	12-7	14-7	116	7-
30 Parker,Doris	34	10	20	26	15	29	134	11-5	17-2	124	9*
31 Pike,Glenn	32	8	19	24	16	32	131	13-2	16-9	127	9*
32 Plumer,Jadelyn	28	11	15	18	9	28	109	12-4	14-4	116	7-
33 Powell,James	34	9	11	30	15	34	133	13-0	17-0	131	9*
34 Price,Eliot	30	10	18	34	14	26	132	12-3	16-11	138	9*
35 Rogers,Jean	31	8	6	15	13	15	89	11-5	12-7	110	5*
36 Seaman,Eloise	28	6	17	18	9	22	100	11-11	13-7	114	6-
37 Sena,Edith	30	14	15	22	12	24	117	12-9	15-1	118	8-
38 Silva,Earle	34	13	20	32	15	34	148	13-0	19-8	151	9*
39 Small,Holmes	32	11	20	22	12	28	125	12-11	16-0	124	9-
40 Tanzilli,Louis	20	10	16	16	11	22	95	13-5	13-1	98	6-
41 Thompson,Ralph	38	12	18	30	16	35	149	12-9	19-10	156	9*
42 Tikijian,Alice	34	6	12	14	11	26	103	12-5	13-10	112	6*
43 Tripp,Margaret	30	10	13	20	12	23	108	12-5	14-3	115	7-
44 Vercollene,Eugene	22	10	20	10	7	22	91	13-7	12-9	94	5*
45 Wooldridge,Ina	20	9	14	18	7	17	85	13-1	12-3	94	5*
46 Yee,Edward	16	8	19	15	6	16	80	14-10	11-10	79	5*
* equals plus				Range			74 to 148	11-2 to 14-10	9-9 to 19-10	74 to 156	4- to 9*

TABLE 34

SHOWING SCORE ON THE SIX DIVISIONS OF HAGGERTY INTELLIGENCE EXAMINATION DELTA 2, WITH TOTAL, C. A., M. A., I. Q., AND GRADE ABILITY OF SEVENTH YEAR PUPILS OF WESTERN JUNIOR HIGH SCHOOL, SOMERVILLE, MASSACHUSETTS.

Section 1-4	1st	2nd	3rd	4th	5th	6th	Tot.	C.A.	M.A.	I.Q.	Grade Abil.
1 Azar,George	28	9	14	20	13	25	109	12-0	14-4	119	7-
2 Beake,Lawrence	32	10	16	22	16	31	127	11-6	16-3	148	9-
3 Breux,Clarence	12	8	4	8	6	19	57	14-4	9-11	69	4-
4 Carr,Emma	26	9	8	21	12	18	94	12-10	13-0	101	6-
5 Castra,Mary	30	11	19	23	13	29	125	12-7	16-0	127	9-
6 Chisholm,Virginia	28	10	13	20	13	26	110	11-6	14-6	126	7-
7 Cotter,Edmund	34	7	12	20	12	31	116	14-2	15-0	106	8-
8 Currier,Frank	29	11	18	18	15	34	125	13-1	16-0	122	9-
9 Dargis,Donald	14	9	14	24	10	16	87	12-6	12-5	99	5*
10 Durgin,Margaret	32	10	10	24	12	19	107	12-6	14-2	113	7-
11 Elder,Herbert	32	7	11	0	11	23	84	15-3	12-2	79	5*
12 Forsyth,Jeannie	38	12	19	26	11	30	136	11-9	17-6	149	9*
13 Fowler,Cecil	32	8	9	14	13	10	86	14-4	12-4	86	5*
14 Glass,Robert	16	11	16	13	13	28	97	12-5	13-3	107	6-
15 Greenberg,Frank	38	9	16	28	16	20	127	15-8	16-3	104	9-
16 Greenlaw,Willis	26	10	16	14	13	28	107	14-6	14-2	98	7-
17 Hanright,Charles	34	8	14	18	14	22	110	12-6	14-6	116	7-
18 Lewis,Louise	20	11	14	9	11	20	85	12-10	12-3	96	5*
19 Miller,Fern	14	12	8	14	11	12	71	11-5	11-1	97	4*
20 Molloy,Alice	30	8	16	32	11	26	123	11-2	15-9	141	8*
21 Monahan,Richard	24	7	18	12	14	33	108	12-10	14-3	111	7-
22 Pacheco,Belmira	20	9	18	28	10	25	110	12-10	14-6	113	7-
23 Patachiela,Eleanor	29	10	11	24	14	10	98	12-3	13-4	109	6-
24 Perry,Lucille	10	6	14	16	9	9	64	14-7	10-6	72	4

TABLE 34

SHOWING SCORE ON THE SIX DIVISIONS OF HAGGERTY INTELLIGENCE EXAMINATION DELTA 2, WITH TOTAL, C. A., M. A., I. Q., AND GRADE ABILITY OF SEVENTH YEAR PUPILS OF WESTERN JUNIOR HIGH SCHOOL, SOMERVILLE, MASSACHUSETTS

Section 1-4	1st	2nd	3rd	4th	5th	6th	Tot.	C. A.	M.A.	I.Q.	Grade Abil.
25 Powell,Phyllis	36	7	19	20	13	27	122	13-9	15-8	114	8*
26 Powell,J.Thurston	40	10	18	26	15	5	114	13-2	14-10	113	7*
27 Prescott,Gloria	26	11	15	38	9	22	121	13-2	15-7	118	8*
28 Rappoli,Gilda	8	9	13	3	6	16	55	13-2	9-9	74	4-
29 Renault,Alfred	26	7	16	16	8	22	95	13-2	13-1	99	6-
30 Sarkisian,Anna	12	6	14	9	12	20	73	13-1	11-3	86	5-
31 Shiere,Charles	32	9	12	8	14	30	105	12-2	14-0	115	6*
32 Wood,Margery	20	10	9	18	10	21	88	12-10	12-6	98	5*
			Range				71 to 136	11-2 to 15-8	9-9 to 17-6	69 to 149	4- to 9*

* equals plus

TABLE 35

SHOWING SCORE ON THE SIX DIVISIONS OF HAGGERTY INTELLIGENCE EXAMINATION DELTA 2, WITH TOTAL, C. A., M. A., I. Q., AND GRADE ABILITY OF SEVENTH YEAR PUPILS OF WESTERN JUNIOR HIGH SCHOOL, SOMERVILLE, MASSACHUSETTS.

Section 1-5	1st	2nd	3rd	4th	5th	6th	Tot.	C.A.	M.A.	I.Q.	Grade Abil.
1 Adams,Lawrence	20	5	14	6	14	17	76	13-6	11-6	85	5-
2 Armstrong,Clifford	30	8	11	12	13	23	97	13-11	13-3	95	6-
3 Balcom,Albert	6	9	15	12	10	30	82	11-11	12-0	101	5-
4 Baldus,Dorothy	33	10	15	20	14	23	115	12-9	14-11	117	7*
5 Bassett,Dorothy	32	10	15	21	8	21	107	13-0	14-2	109	6*
6 Brine,Dexter	30	8	20	3	11	29	101	12-8	13-8	108	6
7 Conlin,William	27	8	5	13	9	11	73	12-8	11-3	89	5-
8 Crosby,Arthur	28	11	11	27	10	18	105	13-11	14-0	101	6*
9 Dixon,John	30	10	16	14	12	15	97	13-2	13-3	101	6-
10 English,Edward	19	5	13	5	8	10	60	13-6	10-2	75	4-
11 Fenochette,Ernest	27	8	19	18	12	10	94	13-2	13-0	99	6-
12 Fuller,Edna	18	10	17	20	8	21	94	13-3	13-0	98	6-
13 Gazzola,John	24	9	11	2	11	23	80	12-5	11-10	96	5-
14 Holmes,Albert	32	6	12	20	12	19	101	15-7	13-8	88	6
15 Johnston,William	20	5	14	12	9	16	76	11-11	11-6	97	5-
16 Kissack,Edward	29	8	11	15	12	15	90	14-3	12-8	89	5*
17 LeBlanc,Walter	32	12	15	11	14	23	107	13-5	14-2	96	6*
18 McMillan,Eliz.	33	8	13	8	3	19	84	13-1	12-2	93	5*
19 Malone,John	33	9	13	9	11	25	100	12-0	13-2	113	6-
20 McNamara,Russell	24	9	14	14	11	27	99	12-4	13-5	109	6-
21 O'Neil,Robert	20	6	15	19	8	24	93	13-2	12-10	98	6-
22 Pepitone,Phyllis	13	10	15	10	5	15	68	13-3	10-10	82	4*
23 Pike,Wilma	19	7	14	0	0	15	55	14-5	9-9	68	4-
24 Rawling,Dorothy	19	6	12	12	7	8	64	15-8	10-6	67	4

* equals plus

TABLE 35

SHOWING SCORE ON THE SIX DIVISIONS OF HAGGERTY INTELLIGENCE EXAMINATION DELTA 2, WITH TOTAL, C. A., M. A., I. Q., AND GRADE ABILITY OF SEVENTH YEAR PUPILS OF WESTERN JUNIOR HIGH SCHOOL, SOMERVILLE, MASSACHUSETTS.

Section 1-5	1st	2nd	3rd	4th	5th	6th	Tot.	C.A.	M.A.	I.Q.	Grade Abil.
25 Rumery,Ina	32	18	18	20	12	17	117	12-0	15-1	126	8-
26 Shannon,Evelyn	8	2	10	0	7	11	38	16-4	8-8	53	3-
27 Simpson,Muriel	20	7	15	16	12	14	84	14-10	12-2	82	5
28 Smallwood,Muriel	20	14	13	19	13	28	107	12-8	14-2	112	6*
29 Smart,Beverly	28	11	9	17	8	22	95	12-1	13-1	108	6-
30 Sparkes,Blanche	31	9	18	11	12	27	108	15-5	14-3	92	7-
31 Spencer,Ernest	18	8	13	17	6	11	73	16-2	11-3	69	4*
32 Staples,Ralph	30	13	15	17	17	15	102	12-2	13-9	113	6*
33 Sullivan,Frances	20	8	8	8	11	15	70	11-10	11-0	93	4*
34 Sullivan,Veronica	19	2	7	6	3	12	49	12-0	9-4	78	3*
35 Thompson,Paul	30	10	15	28	13	20	116	13-0	15-0	116	8-
36 Trapp,Sidney	32	9	20	22	14	30	127	12-2	16-3	134	9-
37 Ugolini,Margaret	22	8	9	32	10	23	104	13-4	13-11	104	6*
38 Waters,Joseph	21	8	13	16	15	22	85	12-5	12-3	98	5*
39 Williamson,Eil	32	9	17	15	12	21	106	12-10	14-1	117	6*
40 Wilson,Willard	34	10	11	20	14	30	119	12-10	15-4	128	8-
41 Wiltshire,Evelyn	22	5	13	11	8	17	76	15-2	11-6	76	5-
			Range				38 to 127	11-10 to 16-4	8-8 to 16-3	53 to 128	3- to 9-

* equals plus

TABLE 36

SHOWING SCORE ON THE SIX DIVISIONS OF HAGGERTY INTELLIGENCE EXAMINATION DELTA 2, WITH TOTAL, C. A., M. A., I. Q., AND GRADE ABILITY OF SEVENTH YEAR PUPILS OF WESTERN JUNIOR HIGH SCHOOL, SOMERVILLE, MASSACHUSETTS.

Section 1-6	1st	2nd	3rd	4th	5th	6th	Tot.	C.A.	M.A.	I.Q.	Grade Abil.
1 Bean,Edward	24	7	6	16	11	20	84	12-5	12-2	91	5
2 Beers,Delta	34	5	10	14	10	19	92	12-5	12-10	103	5*
3 Boynton,Emma	26	10	11	14	9	16	86	14-6	12-4	85	5*
4 Brennan,Mary	25	12	12	13	9	16	87	12-11	12-5	96	5*
5 Buckler,Jean	36	6	12	16	15	29	114	13-1	14-10	113	7*
6 Carlson,Mildred	23	7	9	14	9	15	77	12-7	11-7	91	5-
7 Chakerian,Alice	18	9	14	20	10	22	93	12-5	12-11	140	6-
8 Chateauneuf,Gert.	26	8	13	23	12	30	112	13-0	14-8	131	7
9 Comber,Thomas	30	10	16	15	12	29	112	13-2	14-8	112	7
10 Dakin,Raymond	25	7	15	16	10	23	96	12-8	13-2	140	6-
11 Downie,Phyllis	34	5	11	17	13	23	103	12-5	13-10	112	6*
12 Ebinger,Adolph	34	8	14	20	8	20	104	12-11	13-11	107	6*
13 Ellis,Mary	32	12	12	17	10	21	104	12-8	13-11	92	6*
14 Everett,Thelma	30	6	18	26	12	18	110	13-0	14-6	112	6
15 Flagg,Myra	27	9	16	16	12	24	104	13-0	13-11	121	6*
16 Flood,Richard	14	8	36	8	12	15	73	13-4	11-3	78	4*
17 Fortini,Anna	18	8	7	14	11	26	84	12-6	12-2	91	5
18 Fransen,Dorothy	14	7	8	1	7	10	47	12-11	9-2	71	3*
19 Furlong,Dorothy	24	6	8	12	9	12	71	12-0	11-1	92	4*
20 Grant,Donald	28	10	12	15	7	17	89	13-4	12-7	94	5
21 Graves,Herbert	29	11	17	0	13	19	89	14-10	12-7	85	5*
22 Heighton,Dorothy	20	9	14	21	10	14	88	13-1	12-6	95	5*
23 Hickey,Mary	34	10	9	12	11	10	86	12-5	12-4	93	5*
24 Horsman,Stanley	21	12	19	10	4	19	85	13-5	12-3	91	5*

* equals plus

TABLE 36

SHOWING SCORE ON THE SIX DIVISIONS OF HAGGERTY INTELLIGENCE EXAMINATION DELTA 2, WITH TOTAL, C. A., M. A., I. Q., AND GRADE ABILITY OF SEVENTH YEAR PUPILS OF WESTERN JUNIOR HIGH SCHOOL, SOMERVILLE, MASSACHUSETTS.

Section 1-6	1st	2nd	3rd	4th	5th	6th	Tot.	C.A.	M.A.	I.Q.	Grade Abil.
25 Jacobs,Esther	18	12	7	26	12	27	102	13-2	13-9	144	6
26 Keenan,Henry	22	9	14	18	11	19	93	15-1	12-11	86	6-
27 Lydstone,Barbara	33	14	15	23	11	31	127	13-1	16-3	124	9-
28 Marvin,Gertrude	29	9	12	13	9	11	83	12-6	12-1	90	5
29 McCracken,Bernice	32	13	12	20	12	29	118	12-6	15-3	123	8-
30 McWatters,Alexander	27	6	16	23	9	27	108	16-1	14-3	89	7-
31 Miller,Alice	15	8	8	14	6	14	65	12-3	10-7	85	4*
32 Mason,Mary	34	10	12	23	10	30	119	12-5	15-4	125	8-
33 Nicherson,Bernard	28	7	17	8	7	21	88	15-1	12-6	83	5*
34 Northrop,Robert	28	10	20	21	16	25	120	12-11	15-5	111	8
35 Osborne,Margaret	26	8	17	28	13	33	125	13-5	16-0	114	9-
36 Oxley,Arthur	26	6	16	0	2	13	63	15-2	10-5	68	4
37 Quinlan,Arthur	32	9	17	18	12	25	113	12-10	14-9	115	7*
38 Randall,Everard	32	9	14	22	9	27	113	12-7	14-9	115	7
39 Ray,Virginia	26	9	11	2	10	26	84	13-2	12-2	116	5
40 Rice,Clay	27	11	13	7	12	22	92	12-8	12-10	113	6-
41 Scalingi,Ciro	34	11	10	16	14	33	118	11-11	15-3	138	8-
42 Shaughnessy,Evelyn	32	9	9	20	13	27	110	12-4	14-6	117	7
43 Somers,Bertha	31	10	13	17	14	19	104	13-0	13-11	107	6*
44 Sousa,Edward	30	7	17	14	15	31	114	12-9	14-10	116	7
45 Treen,Ernest	29	8	14	18	10	27	106	12-7	14-1	112	6*
46 Ward,Ruth	34	14	19	28	14	32	141	12-7	18-4	146	9*
47 Watson,John	30	11	16	19	8	25	109	12-2	14-4	112	7-
48 Wyllie,Isabella	16	7	10	6	4	23	66	12-6	10-8	85	4*
Range							63 to 141	11-11 to 16-1	9-2 to 18-4	68 to 146	4 to 9-

* equals plus

TABLE 37

SHOWING SCORE ON THE SIX DIVISIONS OF HAGGERTY INTELLIGENCE EXAMINATION DELTA 2, WITH TOTAL, C. A., M. A., I. Q., AND GRADE ABILITY OF SEVENTH YEAR PUPILS OF WESTERN JUNIOR HIGH SCHOOL, SOMERVILLE, MASSACHUSETTS.

Section 1-7	1st	2nd	3rd	4th	5th	6th	Tot.	C.A.	M.A.	I.Q.	Grade Abil.
1 Alley,Virginia	16	8	19	13	9	20	85	13-8	12-3	89	5*
2 Blondiet,Mary	24	10	8	13	11	17	83	13-7	12-1	89	5
3 Buinitsky,Mildred	32	12	11	15	12	24	106	11-2	14-1	129	6*
4 Carr,Edna	18	8	13	0	7	21	67	13-7	10-9	79	4*
5 Cataldo,Harry	19	11	14	1	3	13	61	13-1	10-3	79	4-
6 Chase,Lawrence	34	12	18	21	14	8	107	13-9	14-2	103	7-
7 Chase,Thelma	23	11	13	19	10	18	94	13-0	13-0	100	6-
8 Cummings,Donald	34	11	20	28	15	32	140	12-10	18-2	139	9*
9 Davis,Evelyn	4	0	6	0	6	16	32	15-4	8-5	55	3-
10 Dion,Ruth	26	8	14	8	11	21	88	12-9	12-6	98	5*
11 Dionne,Gerard	34	14	14	18	11	24	115	12-5	14-11	117	7*
12 Dionne,John	38	14	18	30	11	33	144	12-5	18-10	171	9*
13 Dee,Wilber	30	8	18	14	13	29	112	12-4	14-8	119	7
14 Dunlap,John	34	12	14	26	14	36	136	12-9	17-6	119	9*
15 Eriksen,Doris	40	10	16	18	14	24	122	12-8	15-8	123	8*
16 Estabrook,Virginia	34	9	15	18	10	30	86	12-6	12-4	92	5*
17 Glendon,Louise	30	10	7	8	7	22	84	13-6	12-2	90	5
18 Gosdigian,Mary	33	5	17	19	12	28	114	12-11	14-10	115	7*
19 Greenburg,Ida	28	10	18	20	11	25	112	13-4	14-8	110	7
20 Hees,Diamond	13	6	9	11	7	14	61	12-3	10-3	77	4-
21 Kelly,Frances	20	8	15	19	8	16	86	14-10	12-4	96	5*
22 Lane,Louise	30	10	16	11	16	18	101	12-3	13-8	112	6
23 Lewis,Dorothy	32	11	17	16	13	31	120	12-7	15-5	121	8
24 Lindstrom,Barbara	18	10	18	14	11	26	97	12-10	13-3	130	6-

* equals plus

TABLE 37

SHOWING SCORE ON THE SIX DIVISIONS OF HAGGERTY INTELLIGENCE EXAMINATION DELTA 2, WITH TOTAL, C. A., M. A., I. Q., AND GRADE ABILITY OF SEVENTH YEAR PUPILS OF WESTERN JUNIOR HIGH SCHOOL, SOMERVILLE, MASSACHUSETTS.

Section 1-7	1st	2nd	3rd	4th	5th	6th	Tot.	C.A.	M. A.	I.Q.	Grade Abil.
25 Lopez, Joseph	23	7	9	5	11	17	72	14-10	11-2	71	4-
26 Mancini, Angelina	30	12	17	14	11	27	111	15-0	14-7	92	7-
27 Magoon, Margaret	21	7	14	9	8	22	81	12-3	11-11	90	5-
28 Mazamanian, Mary	23	9	12	21	7	18	90	12-2	12-8	104	5*
29 McGrath, Elizabeth	29	8	17	17	7	22	100	12-1	13-7	112	6-
30 Mills, Frances	22	8	17	10	9	19	85	12-10	12-3	95	5*
31 Mosher, Vernah	28	11	10	16	8	22	95	11-8	13-1	122	6-
32 Ott, Virginia	12	9	9	14	11	19	74	13-1	11-4	79	5-
33 Pelicella, Vincent	21	6	20	9	11	22	89	13-6	12-7	94	5*
34 Pollock, Vesta	28	10	14	14	8	20	94	13-3	13-0	92	6-
35 Powers, Albert	30	12	18	18	14	23	115	13-3	14-11	113	7*
36 Quigley, Katherine	21	13	8	14	8	22	86	11-5	12-4	116	5*
37 Redenhizer, Gertrude	6	5	16	0	5	16	48	15-5	9-4	60	3*
38 Sacco, Conchetta	20	8	13	10	8	22	81	13-6	11-11	81	5
39 Sappini, James	28	8	9	21	7	23	96	12-8	13-2	104	6-
40 Taylor, Thelma	36	11	11	24	13	24	119	13-3	15-4	116	8-
41 Walsh, Joseph	10	7	16	8	6	16	63	14-1	10-5	74	4
42 Warner, Lillian	29	8	12	20	8	29	106	12-9	14-1	110	6*
43 Welsh, Lillian	38	10	10	17	10	30	115	13-8	14-11	102	7*
44 White, William	20	10	17	18	13	20	98	14-10	13-4	97	6-
45 Whiteacre, Evelyn	28	7	9	0	5	13	62	12-8	10-4	82	4-
46 Wolf, Francis	12	10	16	10	10	29	75	15-2	11-5	69	5-
Range							61 to 140	11-2 to 15-5	8-5 to 18-2	55 to 171	3- to 9*

* equals plus

TABLE 38

SHOWING SCORE ON THE SIX DIVISIONS OF HAGGERTY INTELLIGENCE EXAMINATIONS DELTA 2, WITH TOTAL, C. A., M. A., I. Q., AND GRADE ABILITY OF SEVENTH YEAR PUPILS OF WESTERN JUNIOR HIGH SCHOOL, SOMERVILLE, MASSACHUSETTS.

Section 1-8	1st	2nd	3rd	4th	5th	6th	Tot.	C.A.	M.A.	I.Q.	Grade Abil.
1 Boudreau,Clement	31	10	12	22	9	9	93	13-6	12-11	96	6-
2 Brann,Janet	28	10	8	18	12	18	94	14-4	13-0	90	6-
3 Bruce,Maretta	34	6	20	14	14	20	108	14-8	14-3	96	7-
4 Callahan,Francis	30	10	16	11	14	7	88	13-9	12-6	91	5*
5 Cante,Philip	24	9	19	16	7	10	85	13-2	12-3	93	5*
6 Canty,Dorothy	38	10	17	26	13	27	131	12-6	16-9	134	9
7 Coppola,Enes	22	9	14	26	8	22	101	12-7	13-8	101	6
8 Cragg,Virginia	22	5	12	18	13	20	90	13-11	12-8	91	5*
9 DeNatale,Lena	20	6	7	15	6	16	70	13-2	11-0	89	4*
10 Edwards,Eleanor	29	10	16	18	9	26	108	11-10	14-3	130	7-
11 Frenchwiewcz,J.	20	8	16	0	6	21	71	13-8	11-1	94	4*
12 Gibson,Margaret	38	10	17	16	13	29	123	12-4	15-9	129	8*
13 Goddard,Annie	29	8	10	13	9	19	88	12-2	12-6	103	5*
14 Griffin,William	32	9	14	15	11	25	106	13-7	14-1	104	6*
15 Haynes,Frederick	34	9	20	16	10	18	107	14-8	14-2	97	7-
16 Hobbs,Chester	33	10	15	30	5	22	115	14-8	14-11	102	7*
17 Hughes,Marian	28	9	14	24	13	20	108	12-4	14-3	117	7-
18 Hunt,Margaret	24	8	7	13	11	17	80	12-7	11-10	94	5-
19 Johnson,Hazel	26	9	13	10	10	21	89	12-1	12-7	104	5*
20 LaDuke,Victor	28	10	13	14	9	25	99	13-8	13-5	98	6-
21 Lundberg,Lennart	10	11	14	0	4	21	60	12-5	10-2	82	4*
22 MacKay,Marie	26	8	16	19	14	23	106	12-5	14-1	114	6*
23 Mahigian,Agnes	24	7	11	14	13	17	86	14-2	12-4	87	5*
24 Olsen,Arthur	17	7	12	7	6	13	63	13-3	10-5	79	4-

* equals plus

TABLE 38

SHOWING SCORE ON THE SIX DIVISIONS OF HAGGERTY INTELLIGENCE EXAMINATIONS DELTA 2, WITH TOTAL, C. A., M. A., I. Q., AND GRADE ABILITY OF SEVENTH YEAR PUPILS OF WESTERN JUNIOR HIGH SCHOOL, SOMERVILLE, MASSACHUSETTS.

Section 1-8	1st	2nd	3rd	4th	5th	6th	Tot.	C.A.	M. A.	I.Q.	Grade Abil.
25 Osborne,Albert	30	12	18	18	9	32	119	12-8	15-4	121	8-
26 Pashce,Anne	26	11	11	12	10	28	98	10-11	13-4	122	6-
27 Pickett,Walter	26	8	14	12	6	20	86	14-1	12-4	87	5*
28 Pittmann,Robert	20	13	15	26	8	28	110	13-0	14-6	112	7-
29 Robitaille,Arthur	22	8	15	5	10	13	73	12-6	11-3	90	5-
30 Short,Eleanor	24	6	10	7	6	18	71	15-0	11-1	74	4*
31 Stacey,Robert	24	6	18	20	12	24	104	12-6	13-11	111	6-
32 Tarker,Ruth	14	10	10	19	8	28	89	12-8	12-7	99	5*
33 Theriault,Arthur	26	11	10	17	11	13	88	11-1	12-6	113	5*
34 Walsh,Irvine	27	9	15	14	11	22	98	12-10	13-4	104	6-
35 Warner,William	20	12	12	19	11	2	76	12-10	11-6	90	5-
36 Willson,Frederick	36	10	10	23	14	26	119	12-10	15-4	119	8-
37 Zec,Helen	21	2	9	0	3	7	42	14-5	8-10	61	3*
			Range				42 to 131	11-1 to 14-8	8-10 to 16-9	61 to 134	3* to 9

* equals plus

TABLE 39

SHOWING SCORE ON THE SIX DIVISIONS OF HAGGERTY INTELLIGENCE EXAMINATIONS DELTA 2, WITH TOTAL, C. A., M. A., I. Q., AND GRADE ABILITY OF SEVENTH YEAR PUPILS OF WESTERN JUNIOR HIGH SCHOOL, SOMERVILLE, MASSACHUSETTS.

Section 1-9	1st	2nd	3rd	4th	5th	6th	Tot.	C.A.	M.A.	I.Q.	Grade Abil/
1 Anderson, Gordon	36	7	15	28	12	25	123	12-0	15-9	131	8*
2 Atlansky, Esther	26	9	8	0	8	13	64	12-6	10-6	85	4
3 Batten, Bernice	24	7	8	21	13	13	86	12-8	12-4	97	5*
4 Beals, Vernon	14	9	13	16	10	12	74	14-4	11-4	79	5-
5 Borgis, Warren	28	8	12	0	9	25	82	12-11	12-0	93	5-
6 Boyce, Joseph	15	9	13	12	10	22	81	12-4	11-11	97	5-
7 Bradley, Evelyn	34	9	10	18	7	18	96	14-6	13-2	91	6-
8 Brann, Esther	26	10	12	15	11	11	85	12-10	12-3	96	5*
9 Cosman, Harry	32	5	15	8	12	19	91	12-6	12-9	102	5*
10 Cotter, Robert	22	5	14	3	11	27	82	13-0	12-0	92	5-
11 DiNapoli, Henry	30	7	18	8	10	28	101	14-10	13-8	92	6
12 Duffy, John	17	8	11	20	12	26	94	14-7	13-0	89	6-
13 Eldridge, Rose	27	10	13	20	12	18	100	12-9	13-7	107	6-
14 Foster, Robert	20	6	17	4	10	9	66	15-0	10-8	71	4*
15 Genessie, John	32	8	15	28	13	30	126	12-9	11-2	127	9-
16 Graves, Ruth	30	9	7	10	6	15	77	12-4	11-7	94	5-
17 Jacques, Robert	28	12	16	17	10	29	112	12-4	14-8	119	7
18 Johnson, Robert	28	11	17	24	13	20	113	14-7	14-9	101	7
19 Kaspar, Lucy	34	9	12	12	11	20	98	12-5	13-4	107	6-
20 Kelley, Beatrice	26	15	19	22	16	36	134	12-3	17-2	140	9*
21 Maghigian, Edward	25	6	8	10	8	18	75	14-8	11-5	78	5-
22 Maniscalco, John	18	5	19	0	7	15	64	13-11	10-6	76	4
23 McManus, Albert	26	10	17	20	8	16	97	14-6	13-3	91	6-
24 Milliken, Russell	33	10	18	11	15	25	112	12-7	14-8	116	7

* equals plus

TABLE 39

SHOWING SCORE ON THE SIX DIVISIONS OF HAGGERTY INTELLIGENCE EXAMINATIONS DELTA 2, WITH TOTAL, C. A., M. A., I. Q., AND GRADE ABILITY OF SEVENTH YEAR PUPILS OF WESTERN JUNIOR HIGH SCHOOL, SOMERVILLE, MASSACHUSETTS.

Section 1-9	1st	2nd	3rd	4th	5th	6th	Tot.	C.A.	M.A.	I.Q.	Grade Abil.
25 Mitchell,Edna	28	7	15	11	12	18	91	13-2	12-9	97	5*
26 Morrison,Beatrice	34	7	12	16	13	28	110	11-7	14-6	123	7-
27 Murphy,Jeanette	21	5	16	12	9	18	81	13-3	11-11	91	5-
28 Perecheduk,Walter	22	7	19	9	6	18	81	13-0	11-11	92	5-
29 Randall,Geneva	34	11	9	8	12	21	95	12-11	13-1	101	6-
30 Randall,Roger	25	8	16	16	10	24	99	14-3	13-5	94	6-
31 Richards,Wellington	23	11	10	22	13	16	95	14-6	13-1	90	6-
32 Sickles,William	21	7	16	11	8	10	73	15-0	11-3	75	5-
33 Slater,Ernest	31	9	16	18	13	13	100	14-3	13-7	95	6
34 Souza,William	26	6	17	9	7	15	80	14-6	11-10	82	5-
35 Talma,Thomas	27	9	18	17	9	27	107	12-10	14-2	110	7-
36 Tarr,Virginia	22	11	13	18	10	23	97	12-9	13-3	104	6-
37 Thompson, Gilbert	26	7	17	15	13	12	90	14-4	12-8	88	5*
38 Townsend,Gordon	32	9	15	10	10	21	87	12-11	12-5	96	5*
39 Wallace,Lester	32	8	20	20	12	26	118	13-10	15-3	110	8-
40 Westwood,Phoebe	28	6	10	22	13	16	95	11-0	13-1	119	6-
* equals plus				Range			64 to 134	11-7 to 14-7	10-6 to 17-2	76 to 131	4 to 9*

TABLE 40

SHOWING SCORE ON THE SIX DIVISIONS OF HAGGERTY INTELLIGENCE EXAMINATIONS DELTA 2, WITH TOTAL, C. A., M. A., I. Q., AND GRADE ABILITY OF SEVENTH YEAR PUPILS OF WESTERN JUNIOR HIGH SCHOOL, SOMERVILLE, MASSACHUSETTS.

Section 1-10	1st	2nd	3rd	4th	5th	6th	Tot.	C.A.	M.A.	I.Q.	Grade Abil.
1 Ambrogne,Elmer	26	9	16	14	13	25	103	13-4	13-10	104	6*
2 Barakat,May	20	8	13	0	9	16	66	13-5	10-8	79	4*
3 Bine, Madeline	26	11	7	18	8	32	102	12-8	12-10	108	7-
4 Burke,Dorothy	32	9	12	22	12	23	110	12-9	14-6	114	7-
5 Callandrella,Nich.	28	14	19	20	16	29	126	11-8	16-2	139	9-
6 Champion,Bertha	28	11	12	13	8	27	99	13-11	13-5	97	6-
7 Clifford, Eleanor	26	10	13	21	12	21	103	12-6	13-10	111	6*
8 Collieson,Eleanor	34	8	17	26	13	28	126	15-2	16-1	106	9-
9 Curran,Donald	32	11	19	20	11	23	116	12-4	15-0	122	8-
10 DiCiaccio,Mary	34	9	16	26	6	25	116	12-8	15-0	118	8-
11 Dumas,James	34	14	20	15	14	10	107	13-5	14-2	105	7-
12 Eften,Helen	22	9	16	15	8	24	94	12-11	13-0	101	6-
13 Elmes,George	24	17	18	14	7	25	105	14-1	14-0	99	6*
14 Hofmann,Amy	27	9	19	5	10	23	93	14-0	12-11	92	6-
15 Johnson,Elna	34	13	15	23	11	27	123	12-6	15-9	126	8*
16 Lunderville,Evelyn	29	9	17	18	11	19	103	13-4	13-10	104	6*
17 McWatters,Rachel	30	7	14	16	11	21	99	14-0	13-5	97	6-
18 Melillo,Carmine	24	10	12	15	10	23	94	13-7	13-0	96	6-
19 Murphy,Corneilius	15	6	19	8	7	23	78	13-9	11-8	85	5-
20 Murphy,John	38	12	13	17	13	23	116	15-0	15-0	100	8-
21 Nelson,Ruth	21	5	14	20	7	23	90	12-11	12-8	98	5*
22 Pederson,Inger	23	12	20	14	12	23	104	13-9	13-11	101	6*
23 Pedrane,Eugene	34	9	13	20	11	26	113	13-4	14-9	111	7*
24 Perechoduk,Mary	20	5	11	0	10	15	61	11-10	10-3	87	4-

TABLE 40

SHOWING SCORE ON THE SIX DIVISIONS OF HAGGERTY INTELLIGENCE EXAMINATIONS DELTA 2, WITH TOTAL, C. A., M. A., I. Q., AND GRADE ABILITY OF SEVENTH YEAR PUPILS OF WESTERN JUNIOR HIGH SCHOOL, SOMERVILLE, MASSACHUSETTS.

Section 1-10	1st	2nd	3rd	4th	5th	6th	Tot.	C.A.	M.A.	I.Q.	Grade Abil.
25 Perrier,Isabelle	20	10	13	11	4	15	73	12-6	11-3	90	5-
26 Phillips,Ruth	26	5	12	14	9	19	85	13-6	12-3	87	5*
27 Phinney,Evelyn	20	11	12	8	12	21	84	13-0	12-2	94	5*
28 Rivers,Frances	36	9	9	16	14	29	113	12-8	14-9	116	7*
29 Robbins,Phyllis	0	3	13	19	6	22	63	12-5	10-5	84	4
30 Skaling,Franklin	28	8	18	2	12	22	90	14-11	12-8	85	5*
31 Smith,Lucille	16	7	17	12	11	14	77	13-0	11-7	89	5-
32 Souza,Thresa	18	9	10	11	3	11	62	15-4	10-4	67	4-
33 Splaine,Amory	24	7	14	26	10	16	97	13-7	13-3	97	6-
34 Stone,Wesley	36	8	16	20	14	28	122	13-9	15-8	114	8*
35 Thatcher,Henry	26	10	17	18	13	15	99	15-1	13-5	89	6-
36 Trask,Thelma	22	7	7	8	9	21	74	16-11	11-4	67	5-
37 Tucker,Thelma	30	3	12	16	11	25	97	13-1	13-3	101	6-
38 White,Paul	24	8	13	0	6	20	71	12-4	11-1	90	4*
39 White,Prescott	24	11	18	12	13	26	104	13-11	13-11	100	6*
							61 to 126	11-8 to 16-11	10-3 to 16-2	67 to 139	4- to 9-

* equals plus

TABLE 52

SUMMARY OF THE DATA CONTAINED IN THE HAGGERTY INTELLIGENCE EXAMINATION SHOWING THE RANGES IN THE C. A., M. A., I. Q., OF EACH OF THE TEN DIVISIONS WHICH TOOK THE TEST.

Sec.	No. of Pupils	C. A.	Range	M. A.	Range	I. Q.	Range	Grade Ability
1-1	43	11-13	2	11-17	6	86-137	51	5-9
1-2	41	11-16	5	10-19	9	79-158	79	4-9
1-3	46	11-14	3	9-19	10	74-156	82	4-9
1-4	32	11-15	4	9-17	8	69-149	80	4-9
1-5	41	11-16	5	8-16	8	53-128	75	3-9
1-6	48	11-16	5	9-18	9	68-146	78	4-9
1-7	46	11-15	4	8-18	10	55-121	66	3-9
1-8	37	11-14	3	8-16	8	61-134	73	3-9
1-9	40	11-14	3	10-17	7	76-131	55	4-9
1-10	39	11-16	5	10-16	6	67-139	72	4-9

Highest C. A. equals 16-11

Lowest C. A. equals 11-0

Highest M. A. equals 19-11

Lowest M. A. equals 8-5

Highest I. Q. equals 82

Lowest I. Q. equals 51

Highest G. A. equals 9

Lowest G. A. equals 3

Highest I. Q. secured in the ten divisions by any pupil was 171.

Lowest I. Q. secured in the ten divisions by any pupil was 53.

TABLE 55A

ORGANIZATION OF THE OLD SECTIONS ACCORDING TO THE RESULTS OBTAINED IN THE HAGGERTY TEST.

Section	C. A.	Range	M. A.	Range	I. Q.	Range
1-1	11-13	2	11-17	6	86-137	51
1-2	11-16	5	10-19	9	79-158	79
1-3	11-14	3	9-19	10	74-156	82
1-4	11-15	4	9-17	8	69-149	80
1-5	11-16	5	8-16	8	53-128	75
1-6	11-16	5	9-18	9	68-146	78
1-7	11-15	4	8-18	10	55-121	66
1-8	11-14	3	8-16	8	61-134	73
1-9	11-14	3	10-17	7	76-131	55
1-10	11-16	5	10-16	6	67-139	72

B

ORGANIZATION OF THE NEW SECTION FROM THE RESULTS OBTAINED IN THE OTIS, MILLER, AND HAGGERTY TESTS.

Section	C. A.	Range	M. A.	Range	I. Q.	Range
1-1	12-0	0	14-17	3	121-131	10
1-2	12-13	1	15-17	2	121-139	18
1-3	11-13	2	13-15	2	110-119	9
1-4	10-12	2	12-15	3	114-134	20
1-5	11-13	2	13-22	9	132-187	55
1-6	12-15	3	12-16	4	95-118	23
1-7	12-14	2	11-15	4	89-109	20
1-8	11-13	2	11-15	4	93-107	14
1-9	12-16	4	10-15	5	86-98	12
1-10	12-16	4	9-13	4	64-85	21

C

DECREASES SHOWN THROUGH NEW REORGANIZATION IN C. A., M. A., AND I. Q.

Section	C. A.	M. A.	I. Q.
1-1	2	3	41
1-2	4	7	61
1-3	1	8	73
1-4	2	5	60
1-5	3	1	20
1-6	2	5	55
1-7	2	6	46
1-8	1	4	59
1-9	1	2	43
1-10	1	2	51

Explanation of Table

Table A shows the old classification of the seventh year pupils of the Western Junior High School at Somerville, according to the results obtained in the Haggerty Examination.

Table B is the new classification.

Table C is the result of a comparison of the two tables, A and B. In this table are noted the improvements made in C.A., M.A., and I.Q. For example the range in section 1-1 was cut in the C.A. two years, in the M.A. five years, and the I.Q. fifty degrees.

TABLE 41

THE NEW SECTION 1-1 OF THE WESTERN JUNIOR HIGH SCHOOL, SOMERVILLE, MASSACHUSETTS, WITH REVISIONS ACCORDING TO DATA COLLECTED

1-1	C. A.	M. A.	I. Q.
1 Azar, George	12	15	129
2 Brault, Mildred	12	14	121
3 Burke, Dorothy	12	15	125
4 Callow, Allen	12	16	123
5 Carr, Emma	12	16	129
6 Castro, Mary	12	16	128
7 Chase, Lawrence	12	15	124
8 Corbin, Marion	12	14-8	121
9 Cronin, Margaret	12	17	131
10 Curran, Donald	12	15	122
11 Farr, Marian	12	15	125
12 Generessie, John	12	16	127
13 Gormany, Claire	12	12	129
14 Harwood, Doris	12	14	123
15 Hickey, Mary	12	15	124
16 Johnson, Elna	12	16	126
17 Johnson, William	12	15	124
18 Kenney, Robert	12	15	122
19 Kernahan, Mildred	12	15	121
20 Keough, Thelma	12	15	125
21 Kincaid, Marjorie	12	14	124
22 Lewis, Dorothy	12	15	122
23 Lindstrom, Barbara	12	13	130
24 Malvey, Wilfred	12	16	124

TABLE 41

THE NEW SECTION 1-1 OF THE WESTERN JUNIOR HIGH SCHOOL, SOMERVILLE, MASSACHUSETTS, WITH REVISIONS ACCORDING TO DATA COLLECTED

1-1 (cont.)	C. A.	M. A.	I. Q.
25 MacDonald, Mary	12	16	131
26 McFadyn, Pauline	12	16	126
27 McKay, Marie	12	15	124
28 Monahan, Evelyn	12	16	125
29 Nason, Mary	12	15	125
30 Ray, Herbert	12	15	121
31 Sena, Edith	12	16	128
32 Senior, Harold	12	16	130
33 Shure, Charles	12	15	125
34 Smart, Beverly	12	16	125
35 Shea, Francis	12	16	127
36 Smith, Marjorie	12	15	130
37 Smith, Nathaniel	12	16	122
38 Shaughnessey, Evelyn	12	15	121
39 Treen, Ernest	12	15	124
40 White, Joseph	12	16	121
41 Worcester, Elliott	12	16	126
Range	12-0	14-0	121-131

TABLE 42

THE NEW SECTION 1-2 OF THE WESTERN JUNIOR HIGH SCHOOL, SOMERVILLE, MASSACHUSETTS, WITH REVISIONS ACCORDING TO DATA COLLECTED

Section 1-2	C. A.	M. A.	I. Q.
1 Braman, Miriam	12	16	135
2 Brine, Dexter	12	17	136
3 Bowen, Fred	13	17	129
4 Canty, Dorothy	12	16	134
5 Chateauneuf, Gertrude	12	17	133
6 Comber, Thomas	13	15	121
7 Cummings, Donald	12	18	139
8 Currier, Frank	13	17	131
9 Downey, Phyllis	12	16	134
10 Driscoll, Jane	12	16	136
11 Durgin, Margaret	12	16	132
12 Edwards, Phyllis	12	16	132
13 Erikson, Doris	12	17	138
14 Evitts, Barbara	12	15	138
15 Flagg, Myra	12	17	132
16 Fortini, Anna	12	17	132
17 Griffin, Justine	13	15	130
18 Hill, Robert	12	17	133
19 LaDuke, Victor	13	16	125
20 McCracken, Bernice	12	17	139
21 Pocheco, Belmira	13	16	124
22 Plumer, Madelyn	12	15	135
23 Prescott, Gloria	13	16	126
24 Price, Eliott	12	18	138

TABLE 42

THE NEW SECTION 1-2 OF THE WESTERN JUNIOR HIGH SCHOOL, SOMERVILLE, MASSACHUSETTS, WITH REVISIONS ACCORDING TO DATA COLLECTED

1-2	C. A.	M. A.	I. Q.
25 Taylor, Janet	12	16	131
26 Trapp, Sidney	12	16	134
27 Tripp, Margaret	12	16	132
28 Wanamaker, Helen	13	16	121
29 Watson, John	12	16	132
30 Welsh, Lillian	13	17	127
31 Wentzell, Homer	12	16	132
32 Wilson, Willard	12	17	135
Range	12-13	15-17	121-139

TABLE 43

THE NEW SECTION 1-3 OF THE WESTERN JUNIOR HIGH SCHOOL, SOMERVILLE, MASSACHUSETTS, WITH REVISIONS ACCORDING TO DATA COLLECTED

1-3	C. A.	M. A.	I. Q.
1 Baker, Robert	12	14	113
2 Blanchette, Raymond	11	14	116
3 Cappola, Enes	12	14	112
4 Chase, Thelma	12	14	113
5 Clifford, Eleanor	13	13	111
6 Dargie, Raymond	12	14	110
7 Downes, Donald	12	14	111
8 Drago, Gilda	12	14-0	110
9 Dunning, George	12	14	114
10 Everett, Thelma	11	13	115
11 Fenochette, Ernest	12	14	111
12 Grant, Donald	13	17	115
13 Hobbs, Beatrice	12	13	111
14 Keyes, Ruth	12	14	112
15 Knowles, Raymond	12	13	113
16 Malone, John	11	13	113
17 Maytum, Agnes	11	13	113
18 Miller, Fern	11	13	115
19 McGrath, Elizabeth	12	13	112
20 McLean, Donald	12	14	112
21 McNamara, Sallie	12	14	114
22 Morris, Robert	12	14	111
23 Northrup, Robert	12	15	111
24 O'Meara, Philip	12	13	114

TABLE 43

THE NEW SECTION 1-3 OF THE WESTERN JUNIOR HIGH SCHOOL SOMERVILLE MASSACHUSETTS WITH REVISIONS ACCORDING TO DATA COLLECTED

1-3 (cont.)	C. A.	M. A.	I. Q.
25 Pittmann, Robert	12	14	112
26 Quinlan, Arthur	12	15	115
27 Randall, Edward	12	14	115
28 Rice, Clay	12	14	113
29 Rock, Gilbert	13	14	112
30 Rogers, Jean	11	13	118
31 Smallwood, Muriel	12	14	113
32 Staples, Ralph	12	14	113
33 Sterling, Natalie	11	13	119
34 Sndjian, Ralph	12	14	113
35 Talmo, Thomas	12	14	110
36 Theriault, Arthur	11	12	113
37 Tikijian, Alice	12	13	112
38 Ugolini, Margaret	13	14	112
39 Warner, Lillian	12	14	110
40 White, Charlotte	12	13	111
41 White, Winifred	12	14	111
42 Williamson, Neil	12	14	112
Range	11-13	13-15	110-119

TABLE 44

THE NEW SECTION 1-4 OF THE WESTERN JUNIOR HIGH SCHOOL, SOMERVILLE, MASSACHUSETTS, WITH REVISIONS ACCORDING TO DATA COLLECTED

1-4	C. A.	M. A.	I. Q.
1 Baldus, Dorothy	12	14	117
2 Benneken, Carl	12	14	115
3 Blake, Winslow	11	15	134
4 Caggiano, Reynold	12	14	114
5 Calamara, Frances	12	15	116
6 Chisholm, Virginia	11	15	131
7 Cook, Marjorie	12	15	117
8 Di Ciaccio, Mary	12	14	118
9 Dionne, Gerard	12	14	118
10 Doe, Wilber	12	14	117
11 Edwards, Eleanor	11	15	134
12 Ekstrand, Helen	12	15	117
13 Ellis, Mary	12	14	114
14 Erickson, George	11	14	130
15 Estabrook, Virginia	12	15	117
16 Glass, Robert	12	14	119
17 Gosdigian, Mary	12	14	115
18 Hanright, Charles	12	14	116
19 Harris, Robert	11	14	124
20 Hughes, Marian	12	14	119
21 Jacques, Robert	12	14	119
22 Lane, Louise	12	14	119
23 Lindscott, Earle	11	14	123
24 Mansfield, Robert	12	13	116

TABLE 44

THE NEW SECTION 1-4 OF THE WESTERN JUNIOR HIGH SCHOOL, SOMERVILLE, MASSACHUSETTS, WITH REVISIONS ACCORDING TO DATA COLLECTED

1-4	C. A.	M. A.	I. Q.
25 Mamakes, James	11	15	130
26 Mazmanian, Mary	12	14	117
27 Milliken, Russell	12	14	116
28 Morrison, Beatrice	11	14	123
29 Mosher, Vernah	11	13	122
30 Pascho, Anna	10	13	122
31 Perechoduk, Mary	11	12	112
32 Quigley, Katherine	11	13	119
33 Randall, Geneva	12	14	115
34 Rivers, Frances	12	14	116
35 Rumery, Ina	11	15	126
36 Scott, Ruth	11	15	127
37 Seaman, Eloise	11	15	129
38 Souza, Edward	12	14	116
39 Stacey, Robert	12	14	118
40 Sullivan, Francis	11	14	121
41 Westwood, Phoebe	10	13	121
Range	10-12	12-15	114-134

TABLE 45

THE NEW SECTION 1-5 OF THE WESTERN JUNIOR HIGH SCHOOL, SOMERVILLE, MASSACHUSETTS, WITH REVISIONS ACCORDING TO DATA COLLECTED

1-5	C. A.	M. A.	I. Q.
1 Anderson, Esther	18	18	155
2 Bezanson, Marshall	12	18	147
3 Beake, Lawrence	11	18	148
4 Brown, Priscilla	11	16	137
5 Buckler, Jean	12	18	142
6 Buinitsky, Mildred	11	16	145
7 Callanan, Francis	11	16	145
8 Callahan, Francis	13	19	141
9 Calandrella, Nicholas	11	16	144
10 Carpenter, Herbert	12	17	143
11 Chakerian, Alice	12	14	140
12 Coleman, Barbara	12	22	174
13 Crispan, Wilson	12	17	145
14 Daken, Raymond	12	14	140
15 Dionne, John	12	18	171
16 Drevitson, Stanley	13	19	152
17 Dunlap, John	12	19	156
18 Emery, Betty	11	17	145
19 Forsyth, Jeannie	11	18	159
20 Gibson, Margaret	12	18	145
21 Hall, Dorothy	11	16	152
22 Heintz, Preston	12	17	145
23 Jacobs, Esther	13	13	144
24 Johnson, Hazel	12	16	132

TABLE 45

THE NEW SECTION 1-5 OF THE WESTERN JUNIOR HIGH SCHOOL, SOMERVILLE, MASSACHUSETTS, WITH REVISIONS ACCORDING TO DATA COLLECTED

1-5	C. A.	M. A.	I. Q.
25 Jolatis, Demetrius	11	21	187
26 Kelley, Beatrice	12	17	140
27 Levinson, Lawrence	12	16	144
28 Lindequist, Edna	11	15	141
29 Lydstone, Barbara	13	18	140
30 McDonald, William	12	14	142
31 Molloy, Alice	11	15	141
32 Murray, Kenney	12	15	139
33 Novella, Frederick	12	13	142
34 Osborne, Albert	12	17	141
35 Parker, Doris	11	17	153
36 Patachiola, Eleanor	12	17	141
37 Powell, James	12	16	141
38 Silva, Earle	12	20	155
39 Shirley, Holyoke	12	16	138
40 Small, Homes	12	16	142
41 Stickney, Louise	12	19	158
42 Spinney, Carolyn	11	16	137
43 Thompson, Paul	12	19	156
44 Thurston, J.Powell	13	21	167
45 Ward, Ruth	12	18	146
46 Wilson, Fred	12	18	141
Range	11-13	13-22	132-187

TABLE 46

THE NEW SECTION 1-6 OF THE WESTERN JUNIOR HIGH SCHOOL, SOMERVILLE, MASSACHUSETTS, WITH REVISIONS ACCORDING TO DATA COLLECTED

1-6	C. A.	M. A.	I. Q.
1 Allen, William	13	16	118
2 Arzillo, Alfred	12	13	109
3 Bassett, Dorothy	13	14	109
4 Bine, Madeline	12	13	108
5 Blondiet, Mary	13	12	96
6 Boyce, Joseph	12	13	109
7 Canti, Phillip	13	14	109
8 Dumas, James	13	14	111
9 Fuller, Edna	13	14	110
10 Graves, Ruth	12	13	109
11 Greenberg, Frank	15	16	104
12 Greenburg, Ida	13	14	111
13 Healey, Elizabeth	12	13	108
14 LeBlanc, Walter	13	14	106
15 MacDonald, William	13	15	109
16 Matheson, Bertha	12	13	109
17 McNamara, Russell	12	14	109
18 Mills, Frances	12	12	95
19 Murphy, John	14	15	106
20 Newbold, Richard	12	12	108
21 Osborn, Margaret	13	16	114
22 Ott, Virginia	13	14	109
23 Pedrano, Eugene	13	15	116
24 Pettinati, Edvige	12	14	109

TABLE 46

THE NEW SECTION 1-6 OF THE WESTERN JUNIOR HIGH SCHOOL, SOMERVILLE, MASSACHUSETTS, WITH REVISIONS ACCORDING TO DATA COLLECTED

1-6 (cont.)	C. A.	M. A.	I. Q.
25 Pollock, Vesta	13	15	113
26 Powell, Phyllis	13	15	114
27 Powers, Albert	13	15	115
28 Ray, Hedley	12	14	116
29 Sharpe, Virginia	12	15	109
30 Slater, Ernest	14	14	105
31 Sparkes, Blanche	15	16	106
32 Stone, Wesley	13	15	114
33 Sweetland, Bertram	13	14	109
34 Taylor, Thelma	13	15	116
35 Tanzelli, Louis	13	15	114
36 Thompson, Ralph	13	15	116
37 Tucker, Ruth	13	13	105
38 Vercollene, Eugene	13	15	111
39 Wallace, Lester	13	15	110
40 Wells, Evelyn	14	12	106
41 Wooldridge, Ina	13	13	105
Range	12-15	12-16	95-118

TABLE 47

THE NEW SECTION 1-7 OF THE WESTERN JUNIOR HIGH SCHOOL, SOMERVILLE, MASSACHUSETTS, WITH REVISIONS ACCORDING TO DATA COLLECTED

1-7	C. A.	M. A.	I. Q.
1 Alley, Virginia	13	12	91
2 Ambrogne, Elmer	13	13	104
3 Barakat, Margaret	13	11	89
4 Bowen, Lester	14	13	93
5 Bradley, Evelyn	14	13	91
6 Bruce, Maretta	14	15	104
7 Cherry, Albert	14	14	104
8 Copithorne, Lois	16	15	97
9 Cotter, Robert	13	15	106
10 Cotter, Edmund	13	12	99
11 Crosby, Arthur	13	14	101
12 DeNatale, Lena	13	13	100
13 DiNapoli, Henry	14	13	92
14 Elmes, George	14	14	99
15 Fowler, Cecil	14	13	98
16 Fletcher, John	14	14	94
17 Glendon, Louise	13	12	90
18 Gobron, Walter	14	13	93
19 Greenlaw, Willis	14	14	98
20 Griffin, William	13	14	104
21 Heighton, Dorothy	13	12	99
22 Hobbs, Chester	14	14	99
23 Kelly, Frances	14	12	96
24 Linhares, Isabelle	14	14	97

TABLE 47

THE NEW SECTION 1-7 OF THE WESTERN JUNIOR HIGH SCHOOL, SOMERVILLE, MASSACHUSETTS, WITH REVISIONS ACCORDING TO DATA COLLECTED

1-7 (cont.)	C. A.	M. A.	I. Q.
25 Lunderville, Evelyn	13	13	104
26 Mancini, Angelina	14	14	101
27 Mitchell, Edna	13	12	97
28 Murphy, Jeannette	13	11	91
29 Pedersen, Inger	13	13	101
30 Perrier, Isabella	12	11	99
31 Policella, Ranault	13	12	94
32 Randall, Roger	14	13	94
33 Renault, Alfred	13	13	109
34 Richards, Wellington	14	13	90
35 Sacco, Conchetta	13	12	93
36 Souza, William	14	14	97
37 Tarker, Ruth	12	12	99
38 Thomas, Richard	13	14	104
Range	12-14	11-15	89-109

TABLE 48

THE NEW SECTION 1-8 OF THE WESTERN JUNIOR HIGH SCHOOL, SOMERVILLE, MASSACHUSETTS, WITH REVISIONS ACCORDING TO DATA COLLECTED

1-8	C. A.	M. A.	I. Q.
1 Anderson, Gordon	11	12	106
2 Atlansky, Esther	12	11	93
3 Batten, Bernice	12	13	106
4 Bean, Edward	12	13	107
5 Beers, Delta	12	12	103
6 Bolson, Albert	11	12	103
7 Borges, Warren	12	12	93
8 Brann, Esther	12	13	105
9 Brenman, Margaret	12	12	96
10 Busher, John	12	13-2	104
11 Carlson, Mildred	12	13	105
12 Chicarello, Eleanor	12	13	106
13 Conlin, William	12	11	93
14 Cosman, Harry	12	12	102
15 Coughlin, John	12	13	103
16 Cross, Janice	12	15	104
17 Del Bono, Eva	12	12	104
18 Ebinger, Adolph	12	13	107
19 Eften, Helen	12	13	107
20 Eldridge, Rose	12	13	107
21 Furlong, Dorothy	11	12	106
22 Gazola, John	12	12	101
23 Goddard, Annie	12	12	106
24 Kasper, Lucy	12	13	107

TABLE 48

THE NEW SECTION 1-8 OF THE WESTERN JUNIOR HIGH SCHOOL, SOMERVILLE, MASSACHUSETTS, WITH REVISIONS ACCORDING TO DATA COLLECTED

1-8 (cont.)	C. A.	M. A.	I. Q.
25 McRae, Edith	12	12	106
26 Magoon, Margaret	12	13	103
27 Miller, Alice	12	12	98
28 Re, Dorothy	12	12	102
29 Robitaille, Arthur	12	12	103
30 Sappini, James	12	12	97
31 Smith, Lucille	12	11	106
32 Somers, Bertha	12	13	107
33 Tarr, Virginia	12	13	104
34 Townsend, Gordon	12	13	103
35 Walsh, Irvine	13	13	104
36 Waters, Joseph	12	12	98
37 Wood, Margery	12	12	98
Range	11-13	11-15	93-107

TABLE 49

THE NEW SECTION 1-9 OF THE WESTERN JUNIOR HIGH SCHOOL, SOMERVILLE, MASSACHUSETTS, WITH REVISIONS ACCORDING TO DATA COLLECTED

1-9		C. A.	M. A.	I. Q.
1	Armstrong, Clifford	13	13	95
2	Boudreau, Clement	13	12	96
3	Brann, Janet	15	13	96
4	Champion, Bertha	13	13	97
5	Collieson, Eleanor	15	14	98
6	Cragg, Virginia	13	13	97
7	Dion, Ruth	12	12	98
8	Duffey, John	14	13	89
9	Fronchwiecwz, Josephine	13	11	94
10	Graves, Herbert	14	12	91
11	Haynes, Frederic	14	14	98
12	Hoffman, Amy	13	15	92
13	Holmes, Albert	15	13	88
14	Horsman, Stanley	13	12	94
15	Keenan, Henry	15	13	90
16	Kissack, Edward	14	13	96
17	Lewis, Louise	13	13	93
18	Lundberg, Lennart	12	11	97
19	Marvin, Gertrude	12	12	95
20	McManus, Albert	14	13	91
21	McMillan, Elizabeth	13	12	93
22	McWaters, Alexander	16	14	89
23	McWaters, Rachel	13	13	97
24	Melillo, Carmine	13	13	96

TABLE 49

THE NEW SECTION 1-9 OF THE WESTERN JUNIOR HIGH SCHOOL, SOMERVILLE, MASSACHUSETTS, WITH REVISIONS ACCORDING TO DATA COLLECTED

1-9 (cont.)	C. A.	M. A.	I. Q.
25 Nahigian, Agnes	14	12	87
26 Nelson, Ruth	12	12	98
27 O'Neill, Robert	13	12	98
28 Oxley, John	13	12	91
29 Pepitone, Phyllis	13	11	87
30 Perechoduk, Walter	12	11	92
31 Phinney, Evelyn	12	12	94
32 Pickett, Walter	13	12	87
33 Robbins, Phyllis	12	12	92
34 Sarkisian, Anna	13	11	86
35 Skaling, Franklin	14	13	87
36 Splaine, Amory	13	13	97
37 Thatcher, Henry	14	13	92
38 Thompson, Gilbert	14	12	88
39 Warner, William	12	12	98
40 Whiteacre, Evelyn	12	10	86
41 White, Paul	12	11	90
42 White, William	14	13	97
Range	12-16	10-15	86-98

TABLE 50

THE NEW SECTION 1-10 OF THE WESTERN JUNIOR HIGH SCHOOL, SOMERVILLE, MASSACHUSETTS, WITH REVISIONS ACCORDING TO DATA COLLECTED

1-10	C. A.	M. A.	I. Q.
1 Adams, Lawrence	13	11	85
2 Beals, Vernon	14	11	80
3 Boynton, Emma	14	12	85
4 Breaux, Clarence	14	11	80
5 Carr, Edna	13	10	79
6 Cataldo, Harry	13	10	80
7 Davis, Evelyn	15	9	64
8 Elder, Herbert	15	12	79
9 English, Edward	13	10	80
10 Flood, Richard	13	11	82
11 Foster, Robert	14	10	68
12 Fransen, Dorothy	12	10	79
13 Hoes, Diamond	12	10	79
14 Lopez, Joseph	14	11	80
15 Magakian, Edward	14	11	85
16 Manicalco, John	13	10	76
17 Matthews, Lyman	13	13	82
18 McRae, Ernest	13	10	76
19 Murphy, Cornelius	13	12	85
20 Nickerson, Bernard	14	12	83
21 Olsen, Arthur	13	10	83
22 Oxley, Arthur	15	10	76
23 Perry, Lucille	14	10	72
24 Phillips, Ruth	13	12	84

TABLE 50

THE NEW SECTION 1-10 OF THE WESTERN JUNIOR HIGH SCHOOL, SOMERVILLE, MASSACHUSETTS, WITH REVISIONS ACCORDING TO DATA COLLECTED

1-10 (cont.)	C. A.	M. A.	I. Q.
25 Pike, Glenn	13	10	68
26 Rappoli, Gilda	13	9	74
27 Rawding, Dorothy	15	10	73
28 Rodenhizer, Gertrude	15	11	72
29 Shannon, Evelyn	16	9	57
30 Short, Eleanor	14	11	74
31 Sickles, William	14	11	75
32 Souza, Theresa	15	10	70
33 Spencer, Ernest	16	11	73
34 Sullivan, Veronica	11	9	82
35 Trask, Selma	16	11	79
36 Walsh, Joseph	13	10	78
37 Wiltshire, Evelyn	15	11	76
38 Wolf, Francis	15	11	83
39 Yee, Edward	14	11	79
40 Zec, Helen	14	9	69
Range	12-16	9-13	64-85

TABLE 56

ORGANIZATION OF THE NEW SECTION FROM THE RESULTS OBTAINED IN THE OTIS, MILLER, AND HAGGERTY TESTS.

Section	C. A.	Range	M. A.	Range	I. Q.	Range
1-1	12-0	0	14-17	3	121-131	10
1-2	12-13	1	15-17	2	121-139	18
1-3	11-13	2	13-15	2	110-119	9
1-4	10-12	2	12-15	3	114-134	20
1-5	11-13	2	13-22	9	132-187	55
1-6	12-15	3	12-16	4	95-118	23
1-7	12-14	2	11-15	4	89-109	20
1-8	11-13	2	11-15	4	93-107	14
1-9	12-16	4	10-15	5	86-98	12
1-10	12-16	4	9-13	4	64-85	21

Explanation of Tables

This table shows the new classification which is based on the Otis, Miller, and Haggerty Examinations. All the data has been considered and the groupings are as nearly homogeneous as was possible for me to make them.

In section 1-1 we have an ideal situation. The children are all twelve years of age chronologically, while there is but three years difference in mental age. The range for the section varies but ten degrees.

If we study this table we find our greatest range was in the very superior group where there is a range of fifty-five degrees. No matter how well we group pupils there will be a variation in class results.

Our slow group of section 1-1 has a range of but twelve degrees; while our dull group has a variance in I.Q. of only twenty-one.

Seven of the ten groups are within a range of twenty degrees, while four are within a range of fifteen. Section 1-1 has a range of ten while section 1-3 has but a range of nine.

The table following shows in a graphic manner the improvement of this new classification over the old.

TABLE 57A

REDUCTIONS MADE IN C. A., M. A., AND I. Q. THROUGH NEW REORGANIZATION AS COMPARED TO OTIS TEST.

Section	C. A.	M. A.	I. Q.
1-1	2	5	50
1-2	5	4	34
1-3	1	5	57
1-4	2	5	47
1-5	3	1	21
1-6	2	3	39
1-7	2	3	42
1-8	2	1	33
1-9	0	3	41
1-10	4	2	33

B

REDUCTIONS MADE IN C. A., M. A., AND I. Q. THROUGH NEW REORGANIZATION AS COMPARED TO MILLER TEST.

Section	C. A.	M. A.	I. Q.
1-1	2	9	84
1-2	4	13	72
1-3	1	10	112
1-4	2	9	80
1-5	3	1	31
1-6	2	6	66
1-7	2	7	74
1-8	1	6	64
1-9	0	2	56
1-10	1	4	76

C

REDUCTIONS MADE IN C. A., M. A., AND I. Q. THROUGH NEW REORGANIZATION AS COMPARED TO HAGGERTY TEST.

Section	C. A.	M. A.	I. Q.
1-1	2	3	41
1-2	4	7	61
1-3	1	8	73
1-4	2	5	60
1-5	3	1	20
1-6	2	5	55
1-7	2	6	46
1-8	1	4	59
1-9	1	2	43
1-10	1	2	51

Explanation of Tables:

These tables show the improvements made under the new classification. The reduction made in the C. A., M. A., and I. Q. of the Otis test is discussed after table fifty-three; for the Miller see table fifty-four, and for the Haggerty see table fifty-five.

Each table may be read in the following manner. Starting with the section we look at our column heading and the number we find is the decrease made because of the new classification. In Section 1-1 of the Otis test, for instance, the range was decreased two years in C. A., five years in M. A., and fifty degrees in I. Q. We follow along in the above manner for each section.

Supposing we wish to find out how the new classification compares to the Miller or the Haggerty tests, we look under the Miller or Haggerty table, whichever the case might be, and read the results of each section as we did in the Otis table above.

Conclusions on Intelligence Testing.

The giving of intelligence tests and educational tests and then placing the children in homogeneous groups is good. However, if this is all a school does, and many have been guilty of that very thing, then the results of education will be no better than at any previous period. Schools must recognize that even in a fairly homogeneous group pupils have special abilities and disabilities which need to be carefully fostered or special help given. One pupil may have difficulty in getting his work by the visual method; this the teacher should be cognizant of and do all in her power to help that pupil to make up for this disability by developing his auditory power of learning. No two pupils have exactly the same powers in all lines and so must be treated as individuals. This means that the teacher must be a good judge of human nature, capable of interpreting tests of intelligence, and a good teacher with plenty of enthusiasm, a sense of humor, power to inspire others, deep interest in each individual pupil, and a thorough knowledge of her subject matter.

Homogeneous groups may help a teacher to improve upon her work, but a good teacher will always be able to do better work than the poor teacher, even though the poor teacher may have most ideal conditions, and the good teacher may have a most heterogeneous group. It isn't the size of the group, nor the type of group, in which an individual is placed, which counts, it is the handling which he gets which is the important thing.

Final Conclusions:

I think the tables contained in this thesis proves without a question of doubt that the seventh year pupils of the Western Junior High School in Somerville, have individual differences which must be provided for.

This data contained in this thesis will be used for the classification of the Western Junior High School pupils next fall.

The teachers are enthusiastic about the new classification, but it is due to their dissatisfaction with existing conditions that this re-classification was brought about.

A study of tables fifty-six, fifty-seven A, fifty-seven B, and fifty-seven C shows in a graphic manner the nature and extent of the new classification over the old.

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